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ABSTRACT

This volume of the curriculum guide provides the content of the curriculum, the performance objectives for each unit, and suggests learning experiences to achieve the desired outcomes for level 2. The first section on scope and sequence of the program is arranged in a chart format and outlines the content for each unit in the following categories: (1) culture and cross-cultural contrasts: (2) vocabulary: (3) pronunciation and listening skills: and (4) morphology, syntax, and usage. Another series of charts presents the lexical content of each unit. The final section of the book provides detailed weekly lesson plans for each of the ten units. (AMH)

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SPANISH BILINGUAL PROGRAM

LEVEL II

SECOND REVISION

September, 1978

CINCINNATI PUBLIC SCHOOLS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

This is the third volume in a series which comprises the Curriculum Guide for the Cincinnati Spanish Bilingual Program. This volume provides the content of the curriculum, the performance objectives, and suggests learning experiences to achieve the desired outcomes for each of seven units.

This is an evolving document and is only presented in tentative form. The scope, sequence and distribution of the content material as well as the Weekly Lesson Plan are subject to revision at the end of the year. This volume cannot be complete until all lessons have been written, implemented, evaluated, and revised.

This volume was prepared by Myriam Met. Activitites were also contributed by Mary Atkinson (Silverton) and Carmen Horstmann (Hartwell).

A NOTE TO THE TEACHER

When reading the contents of this volume, there are several points the teacher should keep in mind:

1. Reading is introduced approximately at mid-year. This may be delayed if pupils have not acquired sufficient reading skills in English to deal with Spanish sound system as well. Several resources are available to the teacher which offer a structured, systematic approach to Spanish reading readiness. After pupils complete the readiness program, they are to read Mira y Lee. It is hoped that all 2nd level pupils will complete Mira y Lee by the end of Level II.

2. The past tense is introduced in Level II, and is one of this level's major objectives. Although, the past tense is introduced in Unit 2, it is to be taught all year long. Each new verb taught in Level II should be used in both present and past forms. By the end of Level II, pupils should demonstrate the ability to differentiate between past and present events as a comprehension skill. Pupils' oral skills should include the ability to express high frequency verbs (e.g. SER, DECIR, HACER, IR) in both present and past tense.

3. While there are activities indicated which are specifically intended to teach pronunciation and listening skills, the teaching of such skills is implicit in every activity. When children are listening to the teacher or some other model, they are gaining comprehension skills. As they are practicing the production of grammatical structures or learning to label their environment, they also are increasing their ability to reproduce the language in a phonetically accurate manner.

4. Every unit indicates that a rhyme/song/story and game or dance be included. The teacher may choose to do one or all of these. In many instances a song may be taught that has a corresponding game or dance. It is not necessary to teach a new one every week or month. Depending upon the length and complexity of what has been taught, the teacher may have the children continue with the same activity.

5. Many of the suggested activities indicate the use of a puppet for modelling the behaviors the students are expected to produce. The puppet also provides the students with an opportunity to hear the language used conversationally as the teacher and the puppet engage in dialogue. It is important for the teacher to remember to allow the puppet to be the first student to attempt to produce the required verbal response so that the students always have a clear example of what is expected of them.

6. The content of each unit is distributed by week, and is so indicated in the weekly lesson plans. In the majority of the units no new material is introduced in the fourth week. The fourth week is intended as a consolidation period. It provides a time for solidfying the gains that the students have made in that unit. The fourth week is also intended to compensate for days missed due to holidays, illness, vacation, etc.

7. When a verb is shown in infinitive form in the content guidelines then all forms of the present and past tneses are taught. When only portions of the conjugation are to be taught, the forms are so indicated.

8. The implementation guidelines include general comments and suggested activities intended to be scripts for the teacher or rules to be rigidly followed. They provide a basis for daily lesson planning. It is the responsibility of the teacher to formulate a daily lesson plan. The teacher may select some or all of the suggested activities.

SPANISH BILINGUAL PROGRAM

LEVEL II: Scope and Sequence

CINCINNATI PUBLIC SCHOOLS

	LEVEL TWO REVIEW UNIT (SEPTEMBER)	LEVEL TWO UNIT I (OCTOBER)	LEVEL TWO UNIT 2 (NOVEMBER)
MORPHOLOGY, SYNTAX AND USAGE	Review Level I Curriculum	Review of Subject Pronouns Simple Negation Verbs: Decir, Hablar, Estudiar, Dibujar, Cortar, Leer, Pegar, Escribir Aprender, oir	Verbs: buscar volar encontrar crecer(se) nacer dar de comer dar de beber Review Level I: ser, vivir **Interrogative: ¿cual?** Past Tense **Diminutives**
PRONUNCIATION AND LISTENING SKILLS	Pronunciation Skills Songs/Rhymes/Stories from Level I	Story Alphabet Song Alphabet Rhyme Number/Counting Song	Song/Rhyme/Story Animal Story
VOCABULARY	Numbers 21 through 150 Review Student names Review Level I Curriculum	Geometric Shapes Vocab: la escritura lectura, ciencia, matematicas Review Level I Classroom Vocabulary	Zoo and Domestic Animals The Elements **Adjectives: semejante/ distinto, joven** **Adverbs: siempre, nunca, algunas veces, bastante, ayer**
CULTURE & CROSS-CULTURAL CONTRASTS	Forms of Courtesy Review Level I Curriculum	Review School in Spain Columbus Day Playground Game	The Spanish Family All Saints' Day All Souls' Day

	LEVEL TWO UNIT 3 (DECEMBER - JANUARY)	LEVEL TWO UNIT 4 (FEBRUARY)	LEVEL TWO UNIT 5 (MARCH)
MORPHOLOGY, SYNTAX AND USAGE	Review: Verbs of Motion, Poder Review: Possessive constructions Verbs: coger, mirar, venir, entrar, salir, dar, recibir saber, ver, tirar	Reflexive verbs Constructions with tener: tener que tener sueño tener(darse)prisa	Review: Level I abrir/cerrar demonstratives Verbs: sentarse, levantarse, poner, ayudar, cocinar, quitar
PRONUNCIATION AND LISTENING SKILLS	Song/Rhyme/Story Christmas Carols	Song/Rhyme/Story	Song/Rhyme/Story
VOCABULARY	Review Level I Vocabulary: Home, Food, Toys, Parts of the body Leisure Time: Activities at home Sports **Adjectives: Posible/ imposible facil/dificil**	Review: Level I Clothes Personal Hygiene	Review: Level I Food Furniture Setting the Table **Adverbs: cerca/ lejos**
CULTURE & CROSS-CULTURAL CONTRASTS	Christmas January 1st	Folk Dance Carnaval	Review Spanish Table Customs and Manners Las Fallas de San José

	LEVEL TWO UNIT 6 (APRIL)	LEVEL TWO UNIT 7 (MAY)	LEVEL TWO UNIT 8 (JUNE)
MORPHOLOGY, SYNTAX AND USAGE	Pronominalization Verbs: trabajar vender Review Level I: comprar	Interrogative: ¿Cuándo? Telling Time **Negation** Verbs: empezar, terminar, llegar, salir **volver**	GENERAL REVIEW
PRONUNCIATION AND LISTENING SKILLS	Song/Rhyme/Story	Song/Rhyme/Story	
VOCABULARY	Review: Level I Shopping Community Workers **Direct object pronouns**	Clock Time The Seasons Meals **Adjectives: media** **cuarto** Negatives: nada, nadie algo, alguien	
CULTURE & CROSS-CULTURAL CONTRASTS	Outdoor Game Easter -Pan American Day -Semana Santa -Las ferias de Sevilla	May day Spanish Independence Day	

SPANISH BILINGUAL PROGRAM

Curriculum

LEVEL II: UNITS BY LEXICAL CONTENT

WLP	NOUNS	PRONOUNS	VERBS	ADJECTIVES	ADVERBS	OTHERS
UNIT I						
1	la lectura la escritura las matemáticas la ciencia		decir hablar oir aprender	los numeros a 150		el alfabeto
2	círculo esfera triangulo cilindro rectangulo cono cuadrado cubo ovalo rombo } opcional		leer escribir dibujar			
3			escuchar cortar pegar			
UNIT 2						
1 & 2	tierra **ambito natural** agua aire jardin zoológico jirafa jaula rinoceronte leon hipopótamo tigre mono elefente serpiente cebra		**buscar** encontrar ver	**semejante** **distinto (diferente)**		¿cómo es?
3	granja gallo vaca gallina caballo pato cabra pajaro cochino zorro cordero		volar **nacer** **crecer (se)** **dar**	**joven**	**ayer**	¿cual?

WLP	NOUNS	PRONOUNS	VERBS	ADJECTIVES	ADVERBS	OTHER
UNIT 3						
1 & 2			dar recibir			
3			venir entrar			
4	(dar) un paseo platos (ir al) cine televisión		arreglar lavar mirar visitar			en casa
5	ténis beísbol fútbol básquetbol (baloncesto) (ir en) trineo		jugar nadar esquiar patinar tirar coger saber montar (en bicicleta)	posible imposible fácil difícil		
UNIT 4						
1	peine cepillo jabón toalla		despertarse lavarse peinarse cepillar (limpiar) los dientes vestirse (ponerse)			
2	(darse) prisa (tener)					
3	sueño		banarse acostarse dormirse			
UNIT 5						
1	sofa silla lampara radio alfombra armario		sentarse levantarse			

	NOUNS	PRONOUNS	VERBS	ADJECTIVES	ADVERBS	OTHER
UNIT 5						
2	fogón (estufa) nevera (refrigeradora) lavaplatos fregadero		ayudar cocinar		cerca lejos	
3	cuchillo tenedor cuchara plato servilleta vaso salero taza cubierto mantel		poner quitar			
UNIT 6						
1	comerciante tendero abarrotero carnicero panadero	lo la	vender			
2	dentista hospital medico oficina abogado enfermera barbero peluquero trabajador	los las	trabajar	enfermo		
3	basurero bombero cartero policia mecánico secretaria patrón(jefe) director (principal)					

WLP	NOUNS	PRONOUNS	VERBS	ADJECTIVES	ADVERBS	OTHERS
UNIT 7						
1	el otoño el invierno la primavera el verano	nada nadie algo alguien	empezar acabar (comenzar/terminar)			
2	reloj despertador hora minuto tarde		llegar salir volver	media cuarto temprano tarde		¿cuándo?
3	el desayuno el almuerzo la cena la comida					
6						

SPANISH BILINGUAL PROGRAM

LEVEL II

Weekly Lesson Plans

Units I-VIII

UNIT I October Week 1

I. Curriculum Content

Review subject pronouns
Review simple negation
Review Classroom vocabulary (See Level I for vocabulary items)

Vocabulary: la lectura, la escritura, las matemáticas, la ciencia

Verbs: Decir, Hablar, Oír , Aprender

Alphabet song

II. Performance Objectives

1. Afer reviewing Level I curriculum, the student will refer to individuals or groups of individuals using the appropriate subject pronoun.

2. After reviewing Level I curriculum the student will negate a statement by using NO in the proper slot.

3. After reviewing Level I curriculum, the student will correctly identify items in the classroom at least 3 out of 5 times.

4. When asked a question regarding the subject matter being studied, the student will correctly identify it in Spanish.

5. When asked a question regarding the content of a statement made by another individual, the student will respond by including the appropriate form of DECIR in his answer.

6. When asked a question which asks the identity of a speaker, the student will respond by including the appropriate form of HABLAR in his answer.

7. When asked to identify the function of ears, the student will respond including a form of oír in his answer.

8. When asked to label the activity depicted in a classroom scene of students studying, the student will include a form of APRENDER in his answer.

III. Implementation Guidelines

1. Review Subject Pronouns

A. General Comments

The review of subject pronouns is fundamental to instruction in the new verbs. Students must be able to refer to the subjects of verbs in ways other than by proper nouns. Since, of course, this review will continue as you teach new verbs all through the year, a short, explicit review should suffice. 11

B. Suggested Activities

Do a substitution exercise: You say a sentence using proper nouns. Ss's change nouns to pronouns. Example: T: Marcos y Felipe son niños. Ss's: ELLOS son niños.

Variation: Do above exercise in reverse. T: El es un niño. Ss's: Marcos es un niño.

Using flannel board or other visual aids, talk about various people, encouraging Ss's to use pronouns. Talk about the family (¿Quién es él, ella etc.?¿Qué hace?)

2. Review of Simple Negation. Review of Classroom Vocabulary

A. General Comments

In reviewing negation we are only concerned with the student's ability to negate using the simple NO construction. This review is preparatory to introducing the negative structures which utilize specialized negatives (nada, nunca etc.).

Review of classroom vocabulary is designed to enhance instruction in the verbs which relate to classroom activities.

Review of the two topics may be done simultaneously.

B. Suggested Activities

Call 6-8 students to the front of the room. Distribute picture cards (or the actual item) to each student. Ask each to announce to the class: Yo tengo el ------. Then each item or picture card is hidden behind the Ss's back. Class must guess who has which item.

Variation: Select 3-4 Ss's to leave the room. THEN distribute items. They return to the room with the items hidden from the class's view. The class must guess who has what.

Play 20 Questions. Select a student to be IT. He thinks of something in the room. Class gets 20 questions to figure out what it is. (You may wnat to expand this exercise to include ANY vocabulary your students know.)

Play the MATCH GAME. Divide the class into 3 teams. Each round is played by one person from each team. For each round, each Student draws a picture of soemthing in the room, keeping his picture hidden from the other teams. Then you ask: ¿Qué dibujaste?of each. They tell you. Score: one point for each picture not matched by another team. Important rule: You must be able to name in SPANISH the item you've drawn, or forfeit the point.

Play Concentration: Using two identical sets of picture cards, lay them all face down (or tape to the board face down). Individual students try to match picture cards. As they pick up each card they say : ES UN -----.

To review negation in all the above exercises, Ss's respond

in sentences: Sí, tengo el lápiz OR NO, NO tengo el lápiz. Sí, pienso en la pizarra, OR NO, NO pienso en la pizarra. etc.

3. Verbs: DECIR, HABLAR, OÍR

A. General Comments

Students will probably be familiar already with some of the forms of these verbs since they have heard them so often.

Try to use the command forms whenever and wherever appropriate.

B. Suggested Activities

To introduce DECIR;Have a conversation with your puppet. Suddenly let him stop to whisper in your ear. Giving him a strange look, say ¿Qué dices?He whispers again. You repeat, ¿Qué dices? Repeat this once or twice more. Then tell the class, P (puppet) dice que --------. (make up something that will amuse your class). More whispering. ¿Qué dices?T: Ahora, P dice que-------. Keep this going as long as you can. Then, select a student. Let P whisper in his ear. Ask the student, ¿Qué dice P? S: Dice que-------. Repeat with various Ss's.

Play a chaining game: Tell Puppet: Preguntale a S1...(si tiene hambre, si hace frío hoy, si lleva pantalones etc.)P to S1: ¿Tienes hambre?(etc.) S1: Sí tengo hambre (etc.) T to P: ¿Qué dice S1? P: Dice que tiene hambre. Repeat, letting S2 ask S3 etc.

Play Telephone: S2 whispers to S2. Clase: ¿Qué dice S1? S2: Dice que --------. S2 whispers to S3.

Using interesting pictures showing people talking together, ask ¿Qué dicen en la foto (el dibujo)? You may want to draw bubbles leading from the people's mouths.

Variation: Ask students to draw the pictures. Then they can relate to the class the conversation tkaing place.

Play Charades: Act out a scene. Then ask: ¿Qué digo? Example: You are shivering, rubbing your arms, teeth chattering. T: ¿Qué digo? Ss's: Dice que tiene frío.

Start using DI and DIGAN when you want students to repeat or say something.

Tell a familiar story to the class. Stop at appropriate points, asking, ¿Qué dice Caperucita Roja: ¿Qué le dicen los gatitos a la gata mamá?

Use your puppet to introduce HABLAR: Have him hidden when you come in the room. Suddenly, you hear something. T: ¿Quién habla? Start tracking down the imaginary voice until you find P. T: ¡Oh! ¡Es P.! ¡P. habla! Tell P not to talk when you talk. Tell P he speaks too loudly. OR ¿Qué?No comprendo. Habla maś lentamente por favor. Then

work into a ¿Qué dices? exchange.

Have everyone put their heads down, eyes covered. Tell the class you will tap one person who will say: YO HABLO' ¿QUIÉN SOY? Everyone then picks up their head and tries to guess who was IT.

Variation: Do with pairs. NOSOTROS HABLAMOS. ¿QUIÉNES SOMOS?

Make a cassette recording of various people's voices in short segments. They should be vocies familiar to your class (the principal, teachers, other students, a dog barking etc.). See if the class can guess, ¿quién habla?

Using a cassette again, vary the speech segments so that some are very fast, slow, loud or soft. Ask, ¿Cómo habla? You may have to begin the exercise by saying-- ¿Habla en voz alta o baja? ¿Rápidamente o lentamente? etc. Move on to ¿qué dice? questions.

Incorporate the verb OÍR into exercises for DECIR and HABLAR. Example: ¿Qué oyes? ¿Quíen oye lo que dice S3? ¿A quién oyes? etc. The cassette recording exercise above lends itself well to this verb.

Get the book, THE EAR BOOK. Read it in Spanish.

4. Verb: APRENDER
Vocabulary: La lectura, la escritura, las matemáticas, la ciencia

Teach these two topics together.

Introduce each subject area by holding up the book used for each.. T: Es el libro de lectura. Es el libro de matemáticas etc.

Review the shcool day. T: ¿Qué hacemos en la escuela? Aprendemos la escritura etc.

Show pictures depicting school scenes and ask the class to describe them to you.

Variation: Have Ss's draw the pictures and describe to the class. Use the pictures for a bulletin board display of ¿CÓMO APRENDEMOS?

Teach a variation of the song MATARILE:

Yo voy a clase, matarile, rile, rile
¿Qué vas a hacer? matarile, rile, ron.

Yo voy a aprender, matarile, rile, rile
¿Qué vas a aprender? matarile, rile, ron.

Aprendo la lectura (la escritura, el español etc.).....
Students choose the verse they wish to add after the fourth line.

5. Alphabet Song

Some resources are: Hap Palmer record-- La marcha del alfabeto, & Songs in MI PRIMERA FONÉTICA.

See the attached for additional songs.

Check the Kindergarten Bilingual Resource Handbook and the Kindergarten Daily Curriculum Guide Supplement for other possibilities.

UNIT I October LEVEL II Week 2

I. Curriculum Content

Vocabulary: Geometric Shapes (Formas geométricas)

círculo
triángulo
rectángulo
cuadrado
óvalo
rombo

esfera
cilindro
cono
cubo

} optional

Verbs: Leer
Escribir
Dibujar

Columbus Day

II. Performance Objectives

1. Geometric shapes.

Given a geometric shape to identify, the student will correctly name it in Spanish at least 3 out of 5 times.

When asked in Spanish to point to a given geometric shape, the student will respond appropriately at least 3 out of 5 times.

2. Verbs

When asked to name the function of a book, the student will respond in Spanish, including a form of LEER in his answer.

When shown a picture of a child writing, and when asked to name the activity taking place, the student will respond in Spanish, including a form of ESCRIBIR in his answer.

When shown crayons and a coloring book, and when asked to identify the purpose of these materials, the student will respond in Spanish, including a form of the verb DIBUJAR in his answer.

III. Implementation Guidelines

1. Geometric Shapes

A. General Comments

Introduce these a few at a time. Don't try to do them all in one day.

Begin with the most basic forms (circle, triangle, rectangle etc.) before going on to the others. Separate plane and solid gemoetric shapes (circle vs. sphere, square vs. cube etc.)

For the second graders, some of these shapes may be new.

B. Suggested Activities

Distribute sheets with shape outlines. Have the students color them as per your instructions.

Have the students draw the shapes. Then color, cut and hang in mobiles. (This will be especially attractive using solid geometric shapes).

In each of the above, you may have the students label their shapes in Spanish.

Get the Sesame Street book, THE SHAPE BOOK. Read it in Spanish.

Discover where geometric shapes can be found in your room. You may want to identify them with colored paper. Example: Cover a window pane with colored paper. Label: Un rectángulo.

Use the SWRL book, SHAPES. You can take it apart, and run through the machine to make ditto masters. Use the teacher's guide in the back of the book as an oral language activity.

Distribute a supply of small shapes in various colors. Have the students make into pictures and describe to the class. Example: El tren tiene un rectángulo, un círculo etc. Los ojos del perro son círculos. You may use the attached picture as a sample of what can be done.

Using the same set of small shapes distributed to the class, have the students hold them up as you call out the name of the shape.

Using the attached geometric arithmetic sheet, work out the problems. Example: 3 triángulos y 3 triángulos son 6 triángulos. 3 y 3 son 6. etc.

2. Verbs: Leer
Escribir
Dibujar

A. General Comment

The following activities are applicable to all three verbs. You may find it easier to teach the three simultaneously.

B. Suggested Activities

Show pictures of children reading, writing and drawing and describe them to the class. Vary the number of children involved so you can use the singular and plural forms. Then go over the pictures, asking the students to describe them to you.

Show pictures of children involved in classroom activities, asking ¿Lee la niña? ¿Escriben los niños? Ss's: Sí, la niña lee. No, los niños no escriben.

Ask questions such as: ¿Con qué escribimos? ¿Para qué es un libro?¿Qué haces con creyones?

Play CHARADES.

Hide a student in the closet. He shows you what he's doing. Class gets one guess: S1: ¿Escribe María? María (in closet): No, no escribo.

Make a chart for your room: ¿Cómo Aprendemos? Include vocabulary from Week 1. Let Ss's make illustrations for the chart. Label in Spanish. This might make a nice bulletin board display.

Using the Classroom Activities ditto master from Week 1 (p. 31) discuss with the class in Spanish.

Add these verses to the MATARILE from Week 1:

¿Qué vas a aprender?Matarile, rile, rile
Aprendo la lectura. Matarile, rile, ron.

¿Y qué necesitas? Matarile, rile, rile
Necesito un libro (lápiz, creyón) Matarile, rile,ron.

Using the Classroom Objects ditto master (p. 13) from Week 1, have the students 1) draw a circle around something we write with, 2) draw a triangle around soemthing we read, 3) draw a rectangle around soemthing to play with. Then color.

Using the Classroom Activities ditto master (the one with four pictures to the page), have a discussion in Spanish.

Using the Classroom Objects ditto master (the one with 4 rows of items) have students identify the purpose of each item. For new vocabulary (BORRAR, PEGAR, CORTAR) supply the verbs. Don't be concerned about having use all these new verbs, but do supply them with the opportunity and the information. For each row, ask ¿Cuáles son para escribir?¿Cuáles no son para leer?etc.

Have students draw pictures corresponding to your oral instructions. Example: Draw something to read, (write with, draw on, listen to, draw with chalk on) etc.

3. Columbus Day

See Level I Curriculum for basic information.

Teach the song, SANTAMARÍA, PINTA Y NIÑA. Words may be found in the Villa Alegre book. Music is available on cassette or on the record.

SPANISH BILINGUAL PROGRAM

Unit I October Week 3

I. Curriculum Content

Verbs: Escuchar
Cortar
Pegar
Counting Song

II. Performance Objectives

Verbs: Escuchar, Cortar, Pegar

When shown a picture of children listening to a story, and when asked to identify the activity taking place, the student will respond including a form of the verb ESCUCHAR in his answer.

When asked to identify the function of scissors, the student will respond, including a form of the verb CORTAR in his answer.

When asked to identify the function of paste, the student will respond including a form of the verb PEGAR in his answer.

III. Implementation Guidelines

1. Verbs

A. General Comments

For all three verbs, you will find that your students are familiar with the lexical meaning of these verbs.

Be careful not to confuse ESCUCHAR with OIR.

Remember that while CORTAR is to cut, to cut out (i.e. figures) is RECORTAR.

B. Suggested Activities

Show the children appropriate pictures, explaining: Los niños escuchan un cuento. Los niños escuchan la música. (la radio etc.) Then ask the children to point the picture which corresponds to your description. Later have the children tell you what is happening in each picture.

Using the tape made for OIR: Replay the tape saying, ¡Escuchen! ¿Qué oyen? (This is a good unit for reviewing OIR).

Adapt the activities for OIR to use with ESCUCHAR.

Play ¡Escucha! ¡Escucha!: This is a version of Telephone. S1 whispers to S2. S3 must hear and repeat what S1 said to S2.

See Week 2 activities for LEER, ESCRIBIR, and DIBUJAR. Adapt for teaching CORTAR and PEGAR.

Distribute sheets of paper and have children follow your oral instructions: Dibujen un círculo. Recorten el círculo y péguenlo al lado derecho etc. Use your imagination.

2. Counting song.

Possibilities include: Dos y dos son cuatro...

UNIT II Weeks 1 and 2

I. Curriculum Content

Vocabulary: Zoo animals and their habitats

Adjectives: semejante
distinto (diferente)

Verbs: buscar
encontrar
ver

Other: ¿cómo es?

Review: pajaro, pez, vivir

II. Performance Objectives:

1. Vocabulary:
Given a set of pictures of zoo animals the student will demonstrate his comprehension by selecting the picture which corresponds to the oral description.

Given an oral description of a zoo animal the student will demonstrate his oral mastery by naming the animal which corresponds to the oral description.

Given a set of pictures of animal habitats the student will demonstrate his comprehension by pointing to the picture (or part of the picture)which corresponds to the oral description.

Given the name of an animal the student will demonstrate his oral mastery by naming the animal's habitat.

2. Adjectives:
Given a request to select two items which are similar, the student will demonstrate his comprehension of SEMEJANTE by selecting two appropriate items.

Given a request to identify two items which are not alike, the student will demonstrate his comprehension of DISTINTO (DIFERENTE) by selecting two appropriate items.

Given a request to compare the characteristics of two animals the student will include in his answer SEMEJANTE or DISTINTO as appropriate.

3. Verbs:
Given a question regarding the habitat of an animal, the student will demonstrate his comprehension of BUSCAR. ENCONTAR or VER by naming the habitat.

Given a request to describe how animals look for and find food, the student will demonstrate his oral mastery by including a form of the verb BUSCAR or ENCONTRAR in his answer.

Given a request to describe what he sees, the student will demonstrate his oral mastery by including a form of the verb VER in his answer.

4. Other:
Given a request to describe another student, the student will demonstrate his comprehension of ¿CÓMO ES? by providing a description.

Given an activity in which students must guess the nature of a given object or animal, the student will demonstrate his oral mastery by using ¿CÓMO ES? to obtain a description.

III. Implementation Guidelines

1. Vocabulary

A. General Comments:

Check the Spanish materials collection for appropriate books, posters and teaching pictures for this unit. There are many. Keep several of the books in a reading corner for individual use.

Check the Bilingual Resource manuals MI AMBIENTE Y YO for songs, rhymes and finger plays about zoo animals.

Feel free to add vocabulary as needed.

B. Suggested Activities:

To introduce this topic read to the class a story about animals in a zoo. Discuss the illustrations in detail.

Using appropriate illustrations of animals, have the children describe their characteristics. (Note: This is a good way to work in ¿CÓMO ES?)

Have students contrast and compare the characteristics of animals (Note: work in SEMEJANTE and DISTINTO).

Have students classify animals by their characteristics.

Discuss where each animal lives (you may want to use a world map). (Review VIVIR)

What are the animals' requirements for survival?

Have the children discuss why some animals live in a zoo. What are zoos for? (recreo, educación y conservación). Why aren't dogs, cats, cows in zoos? What does the zoo feed animals?

What would students like to know about zoo animals?

Make a chart for comparing animals re: size, coloring, movement.

Construct a mini-zoo in your room and let students make animals for it.

Compare animal and human sizes by measuring the heights of various animals on the wall against pupil heights.

Collect and display pictures of foods zoo animals eat - How is this similar to/different from human food?

Have the children help you make a zoo lotto game. (or buy one!)

Play 10 questions (reduced from 20!):
¿En que animal estoy pesando?

Have the children make zoo animal puppets. Each puppeteer then tells which animal he is, where he lives and what he eats.

Have the children imitate through body movements the animals you name.

Discuss with the children the needs of wild animal babies. How are these like/different from human baby needs re: sleep, food, protection?

Have the children make up animal riddles to share with the class.

Prepare a TV documentary on the zoo and present to another class.

Make a wall mural showing animals in their various natural habitats or have children make dioramas showing the same.

Have the children dramatize animal stores.

Play animal charades.

Some materials available from Resource Services that you may want to preview (and if appropriate then adopt for Spanish) are:

A.V. No.	Title
7272	The air
1953	Animals and their food
1954	Animals and their homes
886	Earth: Man's home
7736	Our earth: Land, water and air
1494	The zoo
11,540	The zoo Series I
11,541	The zoo Series II

2. Adjectives:

Suggested Activities:

To introduce this topic, use 3 objects, two of which are similar and one of which is different. Discuss the features of each, beginning or ending each statement with the conclusion that the objects are similar or different.
Example: lion, elephant, fish. La pierna del león se llama pata. No tiene piernas. Tiene patas.

El león tiene 4 patas
El elefante tiene 4 patas.
El león y el elefante son semejantes porque ambos tienen patas.
El pez es diferente. No tiene ninguna pata.

Others: rectangle, square circle
pen, chalk, chair

Have the children suggest examples of things that are similar or different.

Place 3 objects like the ones from the previous exercise in a box. Ask the class if they think the two you are touching are similar or different. Then show to the class. Each child who guessed correctly gets a point.

Review vocabulary and verbs from other units by having students explain how things or activities are similar/ different: Examples -

comer, beber } Level I

escribir, dibujar } Level II

blusa, camisa } Level I

3. Verbs:

A. General Comments

Teach the verbs in discussions of animal habitats. (Where do you find zebras? Where can you see a rhinoceros? Where do giraffes look for food?

B. Suggested Activities:

To introduce BUSCAR/ENCONTRAR : Let your puppet pretend to be searching for something. Ask him repeatedly, ¿Qué buscas? Have him look in desks, under pupils' seats, in their ears, etc. Finally, he finds (use ENCONTRAR!!) his lunch (or whatever).

Command children to BUSCAR/ENCONTRAR various things around the room to be found by pupils.

On a slip of paper draw the picture of one of several classroom objects you have hidden around the room. Give the slip to a student. Classmates must guess what he is looking for. The student who guesses helps S1 look for the object. When it is found they announce; ¡Lo encontramos !

Have the children discuss where different animals can be found.

Discuss with the children where wild animals look for food.

Select 7-8 children to come to the front. Blindfold one. The others form a circle around him. The blindfolded student announces 'Busco a - .' He must then find the person he named in the circle around him.

To introduce VER, talk about eyes and what they are for, as well as other sensory organs. Check for comprehension: ¿Son los oídos para ver? ¿Es la boca para oír?

Play VEO, VEO - essentially, this is 20 questions with items in sight of 'It.'

Discuss with students -

What animals can you see in a zoo?

Can you see a - (cow, cat) in a zoo?

What do you see in the fall that is different from summer?

What can you see in a - that is not in a -. (library/supermarket; school/movie; zoo/house)

Set up a tray with 8-10 items. Students get 30-60 seconds to look at it. They then answer ¿qué vieron Uds.? Class as a whole must name all the items. Students respond with 'Vimos...'

Variation: Play competitively with individual students.

T: ¿qué viste?
S: Yo ví...

4. Other: ¿cómo es?

A. General Comments

Incorporate into discussions of animals and their characteristics, and into searching semejante/distinto.

Avoid confusion with ¿CÓMO ESTA?'

B. Suggested Activities

To introduce ¿CÓMO ES? pick an object to describe.

La pelota es grande, roja y redonda,
¿Cómo es la muñeca?

Ask students to describe various items and people in the room.

Discuss characteristics of wild animals using ¿CÓMO ES? in your questions.

Play the HINT GAME (also known as VEO, VEO with variations). 'It' thinks of something which the class must identify. Students can get clues by asking ¿cómo es? For each clue given 'It' gets one point. The student who finally guesses becomes 'It'. The object is for 'It' to accumulate as many points as possible.

Level II
Unit II November Week 3

I. Curriculum Content

Vocabulary: Animales de la granja

Verbs: dar (de comer, de beber)
crecer(se)
nacer
volar

Adjective: joven
Adverb: ayer
Interrogative: ¿cuál?
Past tense
Diminutives
Culture: Pets in Hispanic Countries

II. Performance Objectives

1. Vocabulary

Given a selection of pictures which depict various animals on the farm, the student will demonstrate his comprehension by selecting the picture which corresponds to the oral description.

Given a picture of a farm animal, the student will demonstrate his oral mastery by correctly naming the animal.

2. Verbs

When asked to identify the donor of an object, the student will respond with the name of the appropriate person.

After seeing one person give something to another person, the student will use a form of the verb DAR when asked to identify the action.

Given a request to indicate how much he has grown in a year, the student will demonstrate his comprehension of CRECER(SE) by including in his response a numerical term.

Given a request to identify some characteristics of increasing age, the student will demonstrate his oral mastery by including in his response a form of the verb CRECER(SE).

Given a request to name his place of birth, the student will demonstrate his comprehnsion of NACER by naming a place.

Given an activity in which students inquire into one another's place of birth, the student will demonstrate his oral mastery by including in his inquiry a form of the verb NACER.

Given the name of an animal, and given a request to confirm whether that animal can fly, the student will demonstrate his comprehension of VOLAR by responding with SI or NO as appropriate.

Given the name of an animal that flies, and given a request to identify how that animal moves, the student will demonstrate his oral mastery by including in his response a form of the verb VOLAR.

3. Adjective

Given a set of pictures which includes adult and baby animals, and given a request to identify the young animal which corresponds to a sepcific adult animal, the student will demonstrate his comprehension of JOVEN by selecting the correct picture.

Given a set of pictures which contrasts the adult and young animal of a species, the student will demonstrate his oral mastery by including in his response JOVEN.

4. Interrogative

Given a request to select one of several items which meets given characteristics, the student will demonstrate his comprehension of ¿CUAL? by making a selection.

Given an activity in which students must obtain information about one of several items, the student will demonstrate his oral mastery by including in his inquiry, ¿CUAL?

5. Adverb, Past tense

When asked to identify the calendar name for yesterday, the student will demonstrate his comprehension by naming the previous day.

Given the calendar names for several days, including the present one, the student will identify the previous day including in his response AYER.

6.Diminutives

Given a set of pictures which includes adult and baby animals, and given a request to identify the baby animal which corresponds to a specific adult animal, the student will demonstrate his oral mastery by including in his response the diminutive noun form.

Given a set of pictures which contrast the adult and young animal of species, and given a request to identify the young animal, the student will demonstrate his comprehension of the diminu-

tive by selecting the picture of the baby animal.

6. Culture

After hearing an explanation of pets in Hispanic countries, the student will state at least one fact he has learned.

III. Implementation Guidelines

1. Vocabulary

A. General Comments:

Be sure to check among the supplies available to the bilingual program. There are many books in Spanish about animals. There should also be some posters.

Another good source of material is the Resource Center in your building. It should have a good supply of books about the farm and farm animals. Read to the class in Spanish.

Resource Services has filmstrips etc. about the farm. Preview them to see if they lend themselves to this unit and to narration in Spanish. Titles to check out:

A.V. Number/Title	
151	Animals useful to man
1011	Farm Animals
11,545	Farm Animals
7260	Feeding the Animals
7261	Gathering eggs
7262	Milking
1821	Mother Hen's Family
1275	Our Foster Mother, The Cow
1325	Pig Tales
1053	Poultry on the Farm
1523	Spring on the Farm

B. Suggested Activities:

Show pictures of each animal, and of the farm, and discuss each with the class.

Teach children the sounds that animals make. Later you can play a game with two teams: Team 1 makes the sound, and Team 2 must identify the animal.

Have students make an animal scrapbook using cutouts from magazines. Or: a farm collage using the same.

Have students draw pictures of farm animals, or of a farm and describe to the class.Later you can use these pictures for a bulletin board display, LA GRANJA.

Use the attached coloring book. Discuss the pages as

children color them. Ask the children to discuss which animals are alike/different and why.

Play ¿Qué animal soy?: Have a student whisper to you the name of the animal he has chosen. Classmates get 10-15 questions to identify the animal. Stipulate that the first 5-8 questions must be about the animal's characteristics--not the names of animals.

Questions for discussion:

1. Why are farms important to us?
2. What food does the farm provide for our family? (meat, dairy, cereals, vegetables, fruit)
3. What animals provide food for us?What kinds of food?
4. If you were a farmer, would you need to buy food at the supermarket? If so, what?
5. How is a farm different from where we live?
6. How are farm animals different from zoo animals? from pets? (kinds of animals, how they are housed, what they eat, how many of each are on a farm, at the zoo, in a home).

2. Verbs

A. General Comments:

For DAR, just introduce the verb for use with DE COMER, and DE BEBER. DAR will be dealt with more completely in Unit III.

Students should comprehend NACER when it is used, but do not concentrate heavily on having students use it.

B. Suggested Activities:

Discuss with children that animals give us food. Have students tell what each animal gives us.

Have the children discuss what the farmer feeds each animal. What do mother animals feed their babies?

What do the childrens' mothers feed them? Do their mothers still feed them or do they feed themselves?

Discuss with the children what babies are like when they are born (both baby humans and baby animals). How are they different from older children and animals?

Has any child ever seen an animal being born? What are some differences between human birth and animal birth? (number of offspring, location, attending physician etc. Careful!)

Find out where your students were born. Let them interview each other and report to the class.

Discuss how animals move. Review: ANDAR,CAMINAR, and introduce VOLAR.

Make a list of animals that fly. Are there animals that both fly and move on the ground? Fly and swim? Can people fly? Are there any machines that fly?

Make a chart which shows animals that move on the ground in the air, and in the water.

Discuss with the children the advantages of flight for an animal. Are there any disadvantages?

Using pictures of baby and adult animals, discuss with pupils how the babies differ from the adult. Discuss how GROWING changes them.

Discuss human growth with the children. How does growing change a newborn into a toddler? How have the students grown and in what ways since they were born, 6 months old, one year old etc.?

Let the pupils tell you how they expect to be when they are grown up. How will they be the same? How will they be different?

How do plants grow? Can you see the effects of growth on a seed? What are other evidences of growing?

3. Adjectives and diminutives

Introduce JOVEN by showing pupils pictures of animals and their babies. Explain that the babies are younger, and that they will grow to be the adult. For each animal have the class identify the young one. Differentiate between the adult and the baby using the diminutive: Este es un conejo. El conejo joven es el conejito. etc.

Using pupil names, find the diminutive for each one.

Discuss with pupils the diminutive form as a term of endearment. Since they are familiar with ABUELA/ABUELITA that might be a good place to start.

Using student's ages and birth dates(¡NACER!)find out which students are younger than others.

4. Interrogative

A. General Comments:

This might also be a convenient time to review ESE or Este when asking the children to make choices.

Please remember that ¿Qué? and ¿Cuál? ask for two different things: ¿qué? asks for identification or definition; ¿cuál?asks for a selection of one from more than one.

B. Suggested Activities:

Give pupils a description of an animal. Then ask: ¿cuál animal es?

Variation: Describe a pupil in the room. Pupils must guess ¿cuál niño es?

Devise activities where pupils must select one of several items: which of these is for writing?(hold up a pen, a book and an eraser). Which of these is for playing?(ball, paper nose) etc.

Select four students to come to the front of the room. Hide a small object on one of them. The class must guess ¿cuál niño lo tiene?

Have students make up questions to ask one another about favorite things: ¿Cuál es tu programa de televisión favorita? ¿Cuál es el mejor juguete que tienes?¿Cuál subjeto (materia, trabajo) es tu favorito?

Set up a series of pictures depiciting the same object but in different sizes. S1 picks an object. The class must identify which of the objects was selected by their classmate.

Variation: Review the colors and the concepts of younger/older, larger/smaller, etc.

Variation: Hold up texts that the children will recognize and associate with a subject. Ask which book is the Math book etc.

Set up a series of pictures depciting different objects. S1 tells you his coice. The class must guess which object their classmate selected. This lends itself easily to your playing Santa.

5. AYER/Past tense

A. General comments:

We are beginning to introduce the past tense now, although it is a topic that will be continually taught from here on in. Although you will need to use both Preterit and Imperfect in your daily speech, we are going to work on the Preterit first.

As with all new topics, let's begin by stressing comprehension skills first. We can work into oral skills once we are sure that the children understand the past tense forms. Remember, oral language skills are a retreival function. Comprehension includes storage in memory. Students cannot retrieve forms they have not stored.

You will probably want to begin by including more and more Preterit forms in your speech. Stories lend themselves well to this.

To beign working with the verbs, select them on the basis of utility rather than on regularity. Some suggestions: SER, DECIR, HACER. Verbs of motion are good for teaching the past sinc emost of them are clearly Preterit in use and would be fun for the children to work with.

B. Suggested Activities:

Bring your puppet to class. Let a student whisper something in his ear. Ask: ¿Qué dijo Fulano?P: No quiero decirte. T:Pero,P, quiero saber. ¿Qué te dijo Fulano? P: No te voy a decir. T: (A Fulano) ¿Qué le dijiste a P? etc. Do with several students, then play as a game where students must guess the secret that Fulano told.

For SER: S1 whispers in Puppet's ear. Puppet is blindfolded and must guess, ¿Quién fué? Then students are blindfolded and must guess who whispered in their ear (tapped them on the shoulder, left the room, etc.).

Review activities for teaching verbs of motion and adapt. E.g.: Students must guess what was done in the closet. (¿Saltó? ¿Levantó el brazo?¿Tocó la nariz?)

As you work on new verbs, adapt the activities indicated so sudents are talking about past events and actions as well as present. Avoid activities which would require the Imperfect.

After you tell a story to the class, let the students tell you the highlights. Cue with, ¿Qué pasó después?

Let students make up a story in the past. Each student adds one sentence to the story.

Using the claendar, identify today and yesterday. This should be a part of regular routines.

6. Pets in Hispanic Countries

Most families that have a pet have a dog or cat. Fish are not common except in some more well-to-do families. Dogs and cats usually eat table scraps. Names are rarely the same as peoples'. Spanish speaking people don't consider pets 'almost human' (A pet cemetery would be unheard of!) Anmials serve as watchdogs as well as pets. The Spanish word for pet is MASCOTA.

Level II

Unit 3 December - January Weeks 1 and 2

I. Curriculum Content

Review: Level I vocabulary: family/home/toys
Possessive constructions

Verbs: DAR, RECIBIR

Christmas in Spain

II. Performance Objectives

When asked to identify the donor of an object, the student will respond with the name of the appropriate person.

After seeing a picture of one person giving something to another person, the student will use a form of the verb DAR when asked to identify the action.

When asked to identify the recipient of an object, the student will respond with the name of the appropriate person.

After seeing a picture of a person receiving something from another person, and when asked to identify the action taking place, the student will respond including a form of the verb RECIBIR in this answer.

III. Implementation Guidelines

1. DAR/RECIBIR

A. General Comments

When reviewing Level I curriculum toys, DAR and RECIBIR can be easily incorporated into the review. This will also be a good time to review IR and QUERER with DAR and RECIBIR.

B. Suggested Activities

Send five children out of the room with the picture of an object or the object itself. Instruct them that one person will give the object to another and then they will return to the class. The class must identify the donor and the recipient of the object or picture in order to win.

Create a chain exercise in which you ask one child to identify what he is going to (or wants to) receive for Xmas. The child should respond in a sentence naming the object. The next child must repeat the basic sentence and the object, and then add one of his choice. Carry the drill through at least five objects. Example: S1: QUIERO RECIBIR UNA PELOTA. S2: QUIERO RECIBIR UNA PELOTA, Y UNA BICICLETA. etc.

Play Go Fish (if the cards are available). S1: DAME UN 4, etc.

3. Christmas in Spain

See Level I, December.

Unit 3 December - January

I. Curriculum Content

Review: IR

Verbs: VENIR, ENTRAR, SALIR

January 1st.

Epiphany

II. Performance Objectives

When given a command to go out of the room, the student will perform the action.

When given a command to come into the room, the student will perform the action.

When given a command to come to a designated point, the student will perform the action.

After seeing a classmate leaving a room, and when asked to identify the action, the student will include a form of the verb SALIR in his response.

After seeing a person enter a room, and when asked to identify the action, the student will include a form of the verb ENTRAR in his answer.

After seeing a person approaching a person or an object and when asked to identify the action, the student will include a form of the verb VENIR in his answer.

III. Implementation Guidelines

1. Verbs

A. General Comments

IR serves as a foil for VENIR in opposite concept development. If you were able to introduce the past tense in weeks 1 and/or 2, make certain to use the puppet technique with these verbs but only after the present tense is fixed.

In Spanish, IR and VENIR are used differently than they are in English. Spanish speakers use VENIR to describe ONLY movement toward the speaker. Since you can't come to where you are not, you go there in Spanish.
Example: Vienes a mi casa?
Si, voy.
That's why in English you can say Come on! but in Spanish you use, Vamos! However, both languages are the same in that you can say,
Are you coming with me?
Are you going with me?

B. Suggested Activities

Send four children from the room. One knocks at the door. The rest of the class must correctly identify who knocked by saying ENTRA, CARLOS. If the child did indeed knock, the child who guessed takes Charles' place in the hall.

Blindfold a student. Select another student to be "it". S2 opens the door and 1) leaves the room or 2) remains in the room. S1 must guess if S2 leaves (or left) the room.

Variation: Adapt for use with ENTRAR.

Play a variation of Blind Man's Bluff. Blindfold S1. Select S2.
S2: I'm going out of the room. S1 must guess who S2 is, saying: S2 sale de la clase.

Variation: The same as above but someone enters the room and says: Entro en la sala.

Variation: Same as above but someone comes over to the blindfolded child(S1).
S1: S2 viene a mi. Play with pairs of Ss's to use plurals

2. January 1st. Epiphany. See Level I Curriculum.

UNIT III

I. Curriculum Content

Vocabulary: (dar) un paseo en coche
(dar) un paseo a pie
platos
(ir al) cine
televisión
Verbs: arreglar
lavar
mirar
visitar
Other: en casa

II. Performance Objectives

1. Vocabulary, MIRAR, EN CASA

When shown a set of pcitures which include pictures of
a) a family taking a ride in a car
b) children entering a movie theater
c) a family taking a walk
d) a child watching television
e) a family relaxing at home
f) a person washing dishes
the student will demonstrate his comprehension of the oral Spanish description of each picture by pointing to the appropriate picture when it is described.

When shown a picture of
a) a family taking a ride in a car, or of
b) children entering a movie theater, or of
c) a family taking a walk, or of
d) a child watching television, or of
e) a family relaxing at home, or of
f) a person washing dishes,
and when asked to describe the activity in which a given individual is engaged, the student will respond including
a) UN PASEO EN COCHE, or
b) EL CINE, or
c) UN PASEO A PIE, or
d) MIRAR LA TELEVISIÓN, or
e) EN CASA
f) LOS PLATOS
in his answer.

2. Verbs: ARREGLAR, LAVAR

When asked to identify two household tasks, the student will respond including a form of the verbs ARREGLAR and/or LAVAR in his answer.

VISITAR

Given a picture and an oral description of some members of a family greeting some persosns at the door of a house, the student will describe the action depicted, including a form of the verb VISITAR in his answer.

III. IMPLEMENTATION GUIDELINES

A. General Comments:

The activities suggested for this week are applicable to both vocabulary development and to verb mastery. Therefore, the suggested activities will not be listed separately for the vocabulary and for the verbs.

Add vocabulary and/or verbs as the need and interest arise.

You may want to use the ditto masters on home/leisure activities for distribution and discussion with students.

When you feel students have a command of the present tense of the verbs introduced, adapt the activities given below to use in teaching the past tense.

B. Suggested Activities:

Show students pictures depicting activities at home, and orally describe the pictures to the class. Ask students to describe to you as much as they can about the pictures (people, clothes, furnishings, etc.) Then ask students to pick the picture that corresponds to your oral description.

Supply an oral description. Ask students to act out accordingly.

Ask students to discuss how they and members of their family spend time at home (evenings, weekends etc.)

Ask students to draw pictures illustrating how they and/or members of their family spend time at home. Students describe their pictures to the class, to one another, or in small groups.

Play EN CASA (a team game once known as OLD MAID):
Make up a pair of identical cards for each vocabulary/verb item, so that you have 2 identical picture cards showing:

dar un paseo en coche	lavar la ropa
dar un paseo a pie	lavar los platos
mirar la televisión	visitar a los abuelos
arreglar la casa	EN CASA (MAKE ONLY ONE!!!)

Divide the class into two teams. Mix the cards and divide them evenly between the two teams (there won't be enough for everyone). Students who receive cards look at them and then hide them from others in the class. Select a student from Team 1 who did not receive a card. He approaches any student on Team 2 who has a card and takes the card. He then describes to the class what is on the card:

LA NIÑA MIRA LA TELEVSIÓN.

If any student on his team has the matching card it is produced at that point. The pair of cards is then removed from the game. (Display them up front so students can see them). Continue the procedure with a student from Team 2. Since EN CASA has no matching card, it is the Old Maid. The team which ends up holding the Old Maid loses.

Using the cards from above play TEAM TIC TAC TOE.Draw

the TIC TAC TOE schema on the board. Divide the class into two teams. Place the cards (the ones you made for OLD MAID) face down. Student 1 from Team 1 selects a card. If he can describe the card he places his team's mark (X or O) on the square of his choosing. Play until one team wins.

Variation: Mark the cards according to whether the activity is a task (tarea), or entertainment (divertimiento). You can mark each with an inconspicuous T or D. Then divide the class into T's and D's (instead of X's and O's). Play as above except that if the T team picks a D card and correctly identifies it, it can withdraw it from circulation, and thereby block the opposing team.

Variation: Instead of marking squares on the board, set out 9 chairs in the appropriate configuration. As each team takes its turn, the student selects a seat and holds up his T or D for the class to see.

CONCENTRATION: Use your Old Maid card pairs, face down to play Concentration. May be played in small groups or in class teams.

On 4 separate cards draw 1) a television, 2) dishes or clothes, 3) a car, 4) a movie theater, etc. Select 4 students. Each takes a card and says to the class,: 1)I watch television, 2) I wash the clothes, 3) I go for a ride, 4) I go to the movies. Repeat with four different students. Vary by having students use 3rd person forms (She watches television etc.) or by allowing pairs of students to describe the cards (we watch television etc.)

Variation : Using cards from above, four students select one card each. They describe the card to the class. They then leave the room and exchange cards. When they return to the room, the cards are kept hidden. Class guesses: John, do you watch television? John: No, I don't watch television. Students who guess correctly replace the student holding the card.

Do an experience chart lesson: As a class, students describe how they spent last evening or weekend. You can either write down their oral description or simply draw illustrations. You may even want to do it rebus style. If you write it out, students may copy and then illustrate the text.

Using any three unmatched cards from the Old Maid game: Divide the class into two teams. Show the class the cards.Then with the cards face down and shuffled, point to a card . Student 1 from Team 1 guesses the activity represented. If after exposing the card he has correctly guessed the activity pictured, his team wins a point. Continue with the same team until a miss. Switch to Team 2.

Play ¿QUÉ HORA ES?: Using the appropriate Old Maid cards (again)--Divide the class into two teams. Expose a card. A student must use an appropriate expression of time to indicate

when the activity is generally performed--e.g. After dinner daddy washes dishes; At 8:30 I straighten up my room. Each correct identification earns a point for the team.

Variation: Select appropriate cards and play EL JUEGO DE ¿CÓMO ? Students must describe how or with what an activity is performed. E.g.T:¿Cómo das un paseo? S: en coche. T: ¿Cómo lavas los platos? S: Con las manos.

Variation 2: ¿QUIÉN LO HACE? Same idea as above, but questions are constructed so that the answers are the names of members of the family.

Variation 3: ¿EN QUÉ SALA? Answers should provide a review of the rooms of the house.

Using any 2 unmatched Old Maid cards ask a child to choose which of the two activities depicted he wants to do. The child keeps the card if he can express his preference. Later collect back all the cards by having students repeat, I want to....

Variation: After all your cards have been distributed, other members of the class can obtain cards by orally describing which activity they want to do. Students who have these cards must then give them up to the new student.

Have students fold construction paper in half to form a vertical rectangle. With the fold on the left they draw a door on the cover. On the inside page the students may draw a person in a house, or leave the house empty. The game is to guess if someone is at home or not. Select S1 to go to the movies. S1 knocks at the door and asks S2 :¿Estás en casa? If S2 is at home, S1 says, ¿Quiéres ir al cine? If S2 says yes, S1 takes his seat and S2 approaches S3 and repeats the routine. If S2 is not at home, or if S2 is at home and says no, then S1 keeps his turn.

Variation: Have students fold paper as in above. Each draws an activity behind the door. They can include previous vocabulary units (LEER, DIBUJAR, ESCUCHAR LA RADIO, etc.) Then the teacher names a room. Everyone who has drawn an activity appropriate to that room gets a point.

Variation 1: Teacher names the room. Students draw pictures appropriate to that room. Class tries to come up with as many different activities as possible.

Variation 2: Students guess what the others have drawn.

With a few items of play furniture and playhouse equipment from the Kindergarten, help the children develop skits. In order to get them started, suggest roles and activities for them to perform. (Who wants to wash the dishes? Who wants to straighten up the living room? Who wants to visit family X?) Allow the children to assume the roles they would like to play... mother, father, child etc. You might even distribute the family face masks. During an art project children can prepare drawings of televisions, radios etc. for use in their skits. Set up

several households so that one group can visit another.

CHARADES: Divide the class into two teams. Using the Old Maid cards, each team in turn draws one card from the pile and pantomimes the action indicated. The other team must guess what the activity is. Put a time limit on the game so that the pace is brisk.

¿QUÉ SE PUEDE LAVAR? Discuss with the children all of the things that can be washed. When they have suggested enough items for everyone to draw, distribute paper and have each one draw an object. Divide the class into two teams. S1 from Team 1 asks any student on Team 2, ¿Qué se puede lavar? He then holds up his picture. The student on Team 2 earns a point for his team if he can correctly answer the question utilizing the illustration made by S1.

MIRO, MIRO (formerly known as VEO,VEO): One student select an item visible to all which he is looking at. Student in the class must correctly identify the item in 5 guesses.

All students draw a picture of anything they can name in Spanish. They display their pictures to the class. One student is selected and MIRO, MIRO is played, utilizing student pictures. Excellent for vocabulary review. If students are asked to draw action pictures, a review of verbs can also be provided.

Discuss with students whom they like to visit, or receive visits from. Who has visited them recently?Whom have they visited recently?(Good way to practice the past tense of VISITAR).

Chaining game: S1: I am going to visit GRANDMA. S2: I am going to visit GRANDMA, and AUNT SUSIE. S3: I am going to visit, GRANDMA, AUNT SUSIE, and the zoo. Accept no duplicates.

Collect or draw pictures of messy rooms. The pictures should be easily identified by the childre: classroom, kitchen, living room, bedroom etc. Divide the class into two teams. Ask S1: Which room do you wish to clean up? S1 earns a point for his team by correctly naming the room. More points can be accumulated if team members can name specific items in the room to be put in place.

This game is borrowed from the children's board game MOTHER'S HELPER. (You can call it AYUDO A MAMA):

Make a game board which shows a house, including a kitchen, living room, bedroom and bathroom. Draw steps leading from one room to the other (door to door). Make a deck of activity cards (or use the Old Maid cards) so that there are eight cards in all (at least) showing activities appropriate to the various rooms. Possibilities: washing the dishes, washing hands, making beds, watching television, reading, sleeping, opening the front door to company. Divide the class into 4 teams. Each team selects 2 activity cards. Review with each team which room applies to each activity card. The task for each team is to go from the start point to each room indicated by their activity cards and then out the front door to take a walk. First team to make

it out the front door and down the front path wins. Turns proceed along the steps leading from the Start and from room to room. You can use a spinner or some other random means of determining how many spaces each team moves per turn. Obviously you must ask questions all along the way which encourage students to use the language: How many steps can you take? Where are you going? Why?What activity did you just complete? Where are you going to next?etc.

LEVEL II

UNIT III WEEK 5

I. CURRICULUM CONTENT

Review: Poder
verbs of motion

Vocabulary: tenis
beisbol
futbol
basquetbol
trineo (ir en)

Verbs: jugar
nadar
patinar
esquiar
tirar
coger
saber
montar (en bicicleta)

Adjectives: posible
imposible
facil
dificil

II. PERFORMANCE OBJECTIVES

1. Vocabulary

When shown a set of pictures depicting various sports, the student will demonstrate his comprehension by selecting the picture which corresponds to the oral Spanish description.

Given an activity in which students pantomime actions associated with a) tennis, b) baseball, c) football/soccer, d) basketball or e) sledding, the student will orally identify the pantomime including in his response a) el tenis, or b) el beisbol, or c) el futbol or d) el basquetbol or e) el trineo.

2. Verbs: ESQUIAR, JUGAR, NADAR, PATINAR, MONTAR

Given an activity in which actions associated with a) skiing b) baseball c) swimming d) skating, or e) riding a bike are pantomimed, the student will answer SI or NO, to confirm the veracity of a statement describing the action.

Given a pantomime activity in which a)skiing, b) baseball c)swimming, d) skating or e) riding a bike are mimed, the student will identify the action including in his statement a form of the verb a) ESQUIAR, b)JUGAR, c)NADAR, d) PATINAR, or e) MONTAR.

TIRAR, COGER

Given a set of contrasting pictures of a ball being thrown and caught, the student will demonstrate his comprehension by selecting the picture which corresponds to the oral Spanish description.

Given an activity in which students are asked to throw/catch a ball to /from one another, the student will name the action he performs including in his statement a form of the verb TIRAR or COGER.

SABER

When asked if he knows the sum of 2 numbers under 20, the student will demonstrate his comprehension of the verb SABER by stating the sum of the numbers in Spanish.

When asked to identify the person who knows how to perform a given skill, the student will respond including a form of the verb SABER in his answer.

3. Adjectives: POSIBLE/IMPOSIBLE

Given an oral statement describing a physical activity, and asked to confirm the possibility of performing such an activity, the student will demonstrate his comprehension by responding with SI or NO.

Given a picture drawn by another student, the student will a) decide if the depiction is possible or impossible and b) include in his oral response POSIBLE or IMPOSIBLE.

Given a set of FACIL/DIFICIL pictures of physical activities, the student will demonstrate his comprehension of FACIL and DIFICIL by indicating which pictures correspond to the oral Spanish description.

When asked to perform a physical action, the student will do so, indicating orally whether the action is easy or difficult by including FACIL or DIFICIL in his statement.

III. IMPLEMENTATION GUIDELINES

1. Vocabulary, Verbs: ESQUIAR, JUGAR, PATINAR, MONTAR, NADAR

A. General Comments:

Check for books and other activities on this topic (eg. El libro de los deportes, Rompecabezas de deportes.)

Review the seasons and months by discussing which sports are appropriate to which season or months of the year.

This is a good time to review PODER, QUERER, and IR A + infinitive.

B. Suggested Activities:

Games from previous units that can be adapted to this unit are:

Concentration
Team Tic Tac Toe
Team Old Maid
20 Questions (make it 5)

Hangman
Charades
Four student switcheroo game (you know the one where... 4 students leave the room and exchange pictures)
Lotto

Mime the motions associated with each sport. Describe to the students which sport you are playing. Have students stand and mime the sport while you provide an oral description. Then call on individuals to do the same.

Ask students which sports they enjoy.

See if students can name which activities are/are not done using a ball.

Bring in a box of equipment. Students select an item from the box and state what activity it is used for.

Suggestions:

ski	skis	pole
tennis	racket	ball
baseball	bat	ball
football	goal (helmet)	ball
basketball	hoop	ball
sled	snow	sled
skate	2 skates (roller/ice)	
bike	bike	wheels

2. Verbs: TIRAR, COGER

Suggested Activities:

Mime the activity. Simultaneously orally describe what you are doing.

Variation: Have the students describe what you or other students are miming.

Discuss which sports require these skills.

Have students form a circle. Bring in a ball. S1: I throw the ball to S2. S2: I catch the ball. I throw it to S3, etc.

Variation: The student may throw and catch it himself.

Variation 2: Play as Yo tiro (formerly known as WAR): Have students form a circle. "IT" bounces the ball down hard saying: "Yo tiro la pelota a S2." Everyone but S2 runs away as fast as possible, while S2 tries to catch the ball as quickly as possible. When he catches it he shouts: "Alto" (stop). Everyone freezes. S2 is allowed to take 3 steps of any size to get as close as possible to another S of his choice. He then announces "yo tiro a S3". He must hit S3 with the ball below the knees. If he misses S2 becomes "IT". If he hits S3, S3 is "IT". Reform the circle, repeat as before with the new "IT" in the center.

Game: Who caught the ball? Bring in a soft sponge ball. Blindfold a student and give him the ball. The student throws the ball into the class. The student who catches it puts it into his desk. The blindfold comes off and S1 has five guesses to establish who has the ball in the desk.

Select a student. S1 hides his eyes. S2 throws a bean bag or soft sponge ball to S3. S1 must identify the pitcher and the catcher in three tries.

Ask the students if they know the pitcher and catcher of various ball clubs.

Review the game of baseball. Who throws the ball? Then what? Who catches the ball? Then what happens? etc.

3. Verb: SABER

Review sports. Ask students which they can do.

Ask the students what information they know. "Do you know that boy's name?" Do you know how much is (given addition and subtraction facts)? Do you know which letter begins (a given word)? Do you know what S1 ate for lunch? Do you know (what S2 did after school, what I will do later, what my first name is, etc.)? Do you know what day follows Monday? Do you know what month follows May? etc. Do you know what this is (finger, elbow, table)?

¿Sabes saltar? Sí, sé saltar. Pues, salta.

S1 whispers his secret to teacher. Teacher says to class: Ustedes no saben algo de la familia de S1 (lo que hizo S1 ayer, lo que le gusta comer a S1). Students must guess.

S1 whispers his secret to the teacher. (Example: They don't know that I have two brothers; that ....I like ice cream....that.... I know how to swim). Teacher to class: You don't know something about S1's family (what he likes to eat, what he knows how to do). Students to S1: We don't know that you have 6 sisters (like spinach; know how to ride a bike). S1 answers with YES or NO until students find out what it is that they do not know.

Interviews: Make up an interview sheet with pictures of various activities. These can be sports or other activities related to verbs that we have studied. Leave 3 blank spaces next to each picture. Make enough copies for each student in the class. Each student goes around the room asking other students in Spanish if they know how to do the activities depicted. Each student must get three students who know how to do a given activity to sign their name in a blank space. At the end of the activity the teacher finds out: S1, what three students know how to ride a bike? S1: S2, S3 and S4 know how to ride a bike. (or to review the verb DECIR: They say that they know how to ride a bike, read a book, draw, speak Spanish.)

¿Que sabe hacer?....Johnny Bench, Don Gullet, la maestra, tu mama, tu hermano, tu, tus amigos, etc.

4. Adjectives: POSIBLE/IMPOSIBLE
FACIL/DIFICIL

A. General Comments

Include with a review of mas or menos

Review curriculum Level I for activities for PODER and adapt them for POSIBLE/IMPOSIBLE, FACIL/DIFICIL

B. Suggested Activities

Relate to sports. Show pictures and ask if these sports are easy or difficult.

In relation to sports ask students whether certain activities are possible: Is it possible to play tennis on skates? Can you swim without using your arms? Can you catch a ball with a pencil?

Play a variation of Twister. With chalk or tape mark off various spots on the floor. Tell a student: Put your left hand on spot 1. Put your right hand on spot 2. Put your left foot on spot 3. etc. Obviously some of these positions will require extreme physical contortions. Make some impossible. Keep asking along the way: Is it easy, is it hard, is it possible, is it impossible?

Have students tell you what things are easy or hard for them. Later, expand the discussion to include older or younger children, adults, etc.

Have each child make an arithmetic flash card. Each student tells the class if his problem is easy or difficult. Students in the class then solve the problem.

Variation: Divide the class into teams. Student 1, Team 1 indicates whether he wants an easy or a difficult problem. A student on Team 2 poses the problem. If the problem is answered correctly S1 obtains points for his team. Score: 1 point for easy, 3 for difficult.

Have students draw pictures of things that are impossible. Students describe their pictures to the class. In some cases the class may disagree saying: No, X is possible.

Discuss pairs of activities in relation to which of the two is easier, which is the more difficult. Examples: walking/swimming, eating/hopping on one foot, read/write, sleep/jump, etc.

UNIT 4 (FEBRUARY) WEEK 1

I. CURRICULUM CONTENT

Review Level I Clothes

Vocabulary: peine, cepillo, jabon, toalla.

Verbs: despertarse, lavarse, peinarse, cepillar (limpiar) los dientes, vestirse (ponerse)

II. PERFORMANCE OBJECTIVES

1. Vocabulary

When asked to identify the function of a specific item, the student will demonstrate his comprehension of the vocabulary by pantomiming or naming the appropriate action.

When asked what items are needed to perform a given action, the student will name an appropriate item.

2. Verbs

Given an activity in which several students are each pantomiming a different action, the student will demonstrate his comprehension of an oral description of a given activity by pointing to the student who is pantomiming the corresponding action.

When asked to describe the function of given items, the student will respond including a form of the appropriate verb in his answer.

III. IMPLEMENTATION GUIDELINES

1. Vocabulary

A. General Comments

These vocabulary items are obviously related to the verbs we will be working with this week, feel free to add where appropriate and/or necessary.

B. Suggested Activities

Show students pictures or the item and have the student pantomime what the item is used for. When the oral stimulus has become firmly fixed, in relation to the visual referent, then repeat the activity saying the name of the item without showing it to the students.

Distribute the items among 4 students. Send them out into the

hall. They trade the items among themselves and hide the items behind their backs when they return to the room. Etc.

Place a variety of items in a box (soap, comb, brush, doll clothes, etc.) Blindfold the student. Tell him: Dame el _____. You will want to include items from other vocabulary units in this exercise.

Show pictures which indicate an obvious need for a certain item. Students identify the needed item. Example: Picture of a child with a dirty face. T: ¿Qué necesita?

2. Verbs

A. General Comments

Teach these verbs in conjunction with the general vocabulary unit.

These verbs have been grouped together so that students can talk about an entire series of activities which take place in the morning. In the coming weeks, we will deal with evening activities.

This is a good time to review clothing vocabulary and to continue working with clock time.

We recommend ordering from Resource Services the following film strips:

6983, At home with Tom and Nancy, Tom and Nancy start the day
6832, Keeping clean

Point out to your teachers that this is closely related to Health and Science.

Check to see what material we have in Spanish related to this unit. Check in your building resource center.

B. Suggested Activities

Games that can be adapted to this unit are:

Charades
Team Old Maid
The four-card-switcheroo
Team Tic Tac Toe

Show pictures of children engaged in grooming activities and discuss why these activities are necessary and important. Then make a bulletin board display with appropriate labels: Getting ready for school.

Review clock time: What time do you wake up, What time do you get dressed, what time do you wash yourself? etc.

Review clothing vocabulary and activities from Level I curriculum. Use for VESTIRSE/ PONERSE.

You will need a stop watch or a watch with a second hand for this game. Divide the class into two teams. Divide each team into two groups. Half of each team comes to the front of the room. Prepare a stack of picture cards corresponding to the verbs in this unit. You may also include verbs from other units. S1 from team 1 selects a picture card from the stack. Without showing the card to anyone, he orally describes the picture to the class. Example: los niños se lavan los manos. S2 from Team 1 has 10 seconds (or whatever time you pick) to pantomime the corresponding action. Repeat entire procedure with Ss from team 2. Score: one point for each correct oral description. (You may want to put a time limit on this too). One point for each action completed within the time allotted.

Play a chaining game. Por la mañana....S1: Por la mañana, me despierto. S2: Por la mañana me despierto y me levanto. S3: Por la mañana me despierto, me levanto y me... etc.

Place a variety of tiems in a box. (soap, comb, brush, doll,clothes etc.) S1 removes the first item his hand touches. He must orally describe what he will do with the item and then pretend to do it.

Revie w the activities listed above and revise them so that studnets are using 3rd person forms.

I. CURRICULUM CONTENT

Verbs: darse, tener } prisa

II. PERFORMANCE OBJECTIVES

When asked to walk slowly and when given a command to hurry, the student will demonstrate his comprehension of the oral Spanish by walking faster.

When shown a pantomime of a person hurrying and when asked to describe what the person is doing, the student will respond including a construction using prisa in his answer.

III. IMPLEMENTATION GUIDELINES

A. General Comments:

Associate rapidamente with darse/tener prisa. Example: When instructing students to do something quickly, repeat frequently: hurry! hurry!

Darse prisa is "to hurry"; tener prisa is to be in a hurry.

B. Suggested Activities:

Review Telling Time: Discuss activities done before school and the times at which they are done. Discuss whether these activities can be done slowly or in a hurry. Then do the same with other parts of the day.

Pantomime activities with the class. Discuss whether the mime is in a hurry or not (or: whether the person is hurrying). Ask why questions.

Find out why: The fireman, policeman, mother, father, dog (chasing cat), etc. are hurrying. Then have students draw pictures and describe them to the class.

"Why are you in a hurry?" Student selected whispers to the teacher why he's in a hurry. Class must guess.

I. CURRICULUM CONTENT

Vocabulary: (tener) sueño

Verbs: bañarse
acostarse
dormir(se)

Constructions: tener que

II. PERFORMANCE OBJECTIVES

1. Vocabulary

When asked what people do when they are sleepy, the student will demonstrate his comprehension of sueño by miming or orally stating "they go to bed (sleep)."

When asked why a person in a picture is yawning, the student will respond, including sueño in his answer.

2. Verbs

When shown a set of pictures of children a) bathing, b) getting into bed, and c) falling asleep, the student will demonstrate his comprehension of a) bañarse or b) acostarse or c) dormir(se) by selecting the picture which corresponds to the oral Spanish description.

When asked to describe the purpose of a bathtub, the student will respond including a form of bañarse in his answer.

When asked the time at which he goes to bed, the student will respond with an hour, including in his answer a form of the verb acostarse.

When asked the purpose of a bed, the student will respond including a form of the verb dormir(se) in his answer.

When asked to identify a household or personal hygiene task for which he is responsible, the student will respond including a form of the construction tener que in his answer.

III. IMPLEMENTATION GUIDELINES

1. Vocabulary: sueño

A. General Comments:

Since students already know the verb tener, the only new aspect is matching it with sueño.

If you've already taught Estar cansado, there's an obvious and easy connection to tener sueño. If you haven't already taught it, now might be a good time.

Teach in connection with acostarse/dormir(se).

B. Suggested Activities:

Pantomime being tired, yawning, etc. Then identify orally. Then ask students if they are tired.

If a student should happen to yawn, ask if he's tired or sleepy.

Find out at what times students are tired/sleepy (e.g. hours of the day, before/after given activities).

2. Verbs

A. General Comments:

Dormir is to sleep. Dormirse is to fall asleep.

Like all reflexive verbs, bañar may be used non-reflexively when the person doing the bathing is not the one being bathed (e.g. Mama le baña al bebe). For the purposes of this unit let's only work with the reflexive use.

B. Suggested Activities:

Discuss with the children their home lives after school, dwelling on dinner-time and afterward.

Discuss which activities take place in which rooms of the house.

Find out if the children ever fall asleep anywhere besides their bed.

Discuss: What do you need in order to 1) bathe, 2) go to bed or sleep?

Discuss: Why do we need to 1) bathe, 2) go to bed, 3) sleep, etc.?

Have children draw pictures of themselves and then describe to the class.

Using vocabulary from week 1, contrast: despertarse/dormirse. Discuss what times these are done.

These filmstrips from Resource Services are available:

6998 A Day With Bobby and Ellen - At Home in the Evening
6999 A Day With Bobby and Ellen - Getting Ready for Bed

Using picture cards for bañarse, acostarse (getting into bed) and dormirse, along with pictures from the verbs for week 1:

(1) Have students orally describe each picture.

(2) Have students put them in a time-line sequence. Students orally discuss where each picture is to be placed. (e.g. ¿Te despiertas antes de peinarte?)

(3) Have 4 students each select one picture card and describe to the class. (e.g. Yo me aceusto.) Then they secretly switch pictures while the rest of the class guesses who does which activity.

Make a bulletin board display of students' illustrations entitled "Preparándome para dormir."

Make a set of picture cards to cue 1) el niño, 2) las niñas, 3) yo, 4) tú, 5) nosotros. Using verb picture cards, allow students to pick one card from each stack. Object: make a sentence combining the two pictures. E.g. "Tú" and "bañarse" ⟶ Tú te bañas en el cuarto de baño.

Variation: Let the second set of cards depict nouns used for various activities. E.g. "Nosotros" and "Jabon" ⟶ "Nosotros nos bañamos con el jabón."

3. Tener que

Suggested Activities:

Using a variety of objects, have students identify their use: Tienes que usar una pluma para escribir.

Ask students to identify tasks they must do at school or at home: Tengo que terminar mi trabajo para ir afuera. En casa tengo que arreglar mi cuarto.

Review school rules: Tenemos que hablar en voz baja (etc.).

Ask why questions: ¿Por qué tienes que comer?

UNIT 5 (MARCH) WEEK 1

I. CURRICULUM CONTENT

Vocabulary: sofa
silla
lampara
radio
alfombra
armario

Verbs: sentarse
levantarse

II. PERFORMANCE OBJECTIVES

1. Vocabulary

When shown a set of pictures, each of which corresponds to a vocabulary item, the student will demonstrate his comprehension by selecting the appropriate picture when its name is called.

After studying for one week the names of six items usually found in a living room, the student will name at least four items found in his own home.

2. Verbs:

After seeing a fellow student sit down (stand up), and upon being asked to identify who sits down (stands up) the student will demonstrate his comprehension of SENTARSE (LEVANTARSE) by correctly naming the individual.

While seeing a fellow student sit down (stand up) and when asked to identify what action is being performed the student will respond including a form of the verb SENTARSE (LEVANTARSE) in his answer.

III. IMPLEMENTATION GUIDELINES

1. Vocabulary

Using appropriate illustrations introduce students to the new vocabulary.

Have students answer Si/No questions about whether they have the item in their home.

Variation: Review the rooms of the house by asking students to tell you in which room the item is located.

Variation 2: Have students place furniture in rooms as per your instructions.

Display pictures and ask students to select the one that corresponds to your oral statement.

Ask students to describe their living room furnishings to you.

Variation: Let students draw pictures of the above and describe to the class.

Variation 2: Using Sears and other catalogs, let students make collages and discuss.

Game: Review previous units by asking students questions in Spanish. If they answer correctly they may select a piece of furniture by naming it. First student (or team) to furnish his room wins.

2. Verbs

A. General Comments:

Before working with first and third person forms, review the commands.

Teach in conjunction with furniture vocabulary.

B. Suggested Activities:

While alternately standing up and then sitting down orally describe your actions to the class. Then ask students to stand and sit with you and also to describe the actions as they are performed. Then call on individual students to do the same.

Ask students to sit or stand. While they are performing the action ask your puppet to describe the action. Do this for several students. Later ask students to recite chorally along with the puppet. Then ask individual students to describe the actions.

Ask five or six students to stand. Blindfold one. Point to another student, indicating to him that he sit. Blindfolded student must guess who sits down.

Variation: Play the same using LEVANTARSE.

Discuss furnishings: What can (do) you sit on? Stand on?

Have the students draw pictures of people standing or sitting. Encourage them to use the new vocabulary and/or to make the pictures amusing (e.g., an elephant sitting on a boy). Students then describe their pictures to the class.

Review POSIBLE/IMPOSIBLE using SENTARSE and LEVANTARSE orally by asking: ¿Es posible sentarse en una manzana? ¿Es posible levantarse en el agua?

Variation: Have students draw and orally describe pictures of the above.

Tell a story in Spanish about a little boy who cannot sit still. Of course he keeps sitting, then getting up, then sitting again, etc. As a special twist, have your students stand or sit as they hear these words in your story.

Review other reflexive verbs by having students chain-tell a story about a child who wakes up, gets up, gets dressed, sits down for breakfast, etc.

Revise all the above activities and adapt for use in preterit tense.

UNIT 5 (MARCH) WEEK 2

I. CURRICULUM CONTENT

Vocabulary: fogón (estufa)
nevera (refrigeradora)
lavaplatos
fregadero

Verbs: ayudar
cocinar

Adverbs: cerca
lejos

II. PERFORMANCE OBJECTIVES

1. Vocabulary

When shown a set of pictures, each of which corresponds to a vocabulary item, the student will demonstrate his comprehension by selecting the appropriate picture when its name is called.

After studying for one week the names of four items usually found in a kitchen the student will name at least two items found in his own home.

2. Verbs

When shown a picture of one person helping another, and when asked to identify the helper, the student will demonstrate his comprehension of the verb AYUDAR by correctly identifying the individual.

When shown a picture of one person helping another, and when asked for an oral description of the picture the student will respond including a form of the verb AYUDAR in his answer.

When asked to name something used for cooking the student will demonstrate his comprehension of the verb COCINAR by naming an appropriate cooking item.

When asked to identify the purpose of a stove the student will respond including a form of the verb COCINAR in his answer.

3. Adverbs

When asked to confirm whether two items are near to (far from) one another, the student will demonstrate his comprehension of CERCA (LEJOS) by answering Sí or No as appropriate.

When asked to locate an item in relation to another item, the student will respond including CERCA (LEJOS) in his answer.

III. IMPLEMENTATION GUIDELINES

1. Vocabulary

Suggested Activities:

Introduce the vocabulary by placing miniature furnishings (or pictures of furnishings) in an empty kitchen. After introducing and talking about each, ask the students to point to each as you name it.

Discuss what goes with each vocabulary item; food with stove and refrigerator; plates and water in the sink and dishwasher.

Have students tell which items they have in their homes.

Variation: Have students illustrate and describe their pictures to the class.

Using miniature furniture or pictures: give one to each of four students. Each student shows what he has to the class. Then the four students leave the room. They switch items and return. Other students must guess who has what.

Variation: Distribute items used with the vocabulary words: a pot, food, dishes, water. Students must guess - Do you have food for the refrigerator? Dishes for the dishwasher? etc.

Review the rooms and furnishings of a home, discussing which items are located where. Find out how many <u>different</u> rooms something can go in.

Using illustrations from a Sears catalog mount pictures of several of each: stove, dishwasher, refrigerator. Then pretend to be a salesperson, trying to convince individuals or groups of students to purchase your merchandise.

Variation: Distribute catalogs to students and allow them to do the above exercise.

Catalogs may also be used for students to make cut/paste kitchens of their own. Oral activities should follow up the cut/paste activity. These may include 1) discussion of <u>what</u> is in the picture, 2) descriptions of each item (size, color, cost, etc.) 3) guessing games as to location, color, size, etc.

2. Verb: AYUDAR

A. General Comments:

Teach in conjunction with kitchen vocabulary.

AYUDAR is linked with the infinitive form of verbs by <u>a</u> . It is also followed by the personal a: AYUDO A MAMA.

B. Suggested Activities:

Tell your puppet you have a difficult job to do. Ask him if he can help you. Engage him in a discussion of WHY you need his help and HOW he can help you. Then ask the students to identify WHO is helping you, how and why.

Find out if students help out at home. What do they do to help? Who are they helping?

Tell the story of the Little Red Hen. Be sure to have the hen ask: Who will help me? Ask follow-up questions - Did the Red Hen want any help? Why? Who did she ask to help her? Did they help? Why didn't they want to help?

Read the book, AYUDO A MAMA.

Have students draw pictures of how they help at home. Students orally describe the pictures. Use the pictures to make a wall chart, AYUDO EN CASA.

Review other vocabulary units by identifying the function of various things: What helps us to see? light, glasses, eyes.

What helps us do difficult jobs? Machines, etc.

COCINAR

To introduce, discuss with your puppet the fact that you are hungry and that you would like something to eat. Discuss how you can get some food. (Go to a restaurant, cook it yourselves, etc.?) Discuss WHY it is necessary to cook food.

You can discuss how things are cooked, what you need, what you do, etc.

3. Adverbs

A. General Comments:

LEJOS and CERCA are adverbs of location. They are followed by de to form a prepositional phrase when followed by a noun.

Note that English uses to or no preposition at all to follow near. Spanish uses de.

B. Suggested Activities:

Using flannel board materials (e.g., a girl and a door) place side by side, saying "La niña está cerca de la puerta." Then separate them and say, "La niña está lejos de la puerta." Repeat whole procedure. Then repeat one more time, asking yes/no questions - "La nina, ¿está cerca de la puerta?" etc.

Order students to various parts of the room. "Mary, stand near the door." "Phil, put the eraser far from the board."

Ask students to tell you: 1) the names of other students who are near/far from them, 2) whose classrooms are near/far away, 3) the names of buildings near/far away (e.g., homes, stores, post office, restaurants) 4) which body parts are near/far from others, 5) what classroom items are near/far from given parts of the room (e.g., the chalkboard is near the door, the aquarium is far from the sink.) 6) the proximity/distance of parts of the building from one another, (e.g., The lunchroom is near the gym.)

Play Bean Bag Toss. S1 throws the bean bag. He names all the students near its landing point.

Variation: Blindfold S1. Play as above as a guessing game.

Play ¡CERCA! ¡LEJOS! - formerly known as Hot and Cold. Select a student to leave the room. An object is hidden. When the student returns he tries to locate the item. As he wanders around the room students indicate if he is getting near to or far from the hidden object.

Have students draw near/far pictures and describe to the class.
E.g., The chair is near the table.
The chair is far from the table.

UNIT 5 (MARCH) WEEK 3

I. CURRICULUM CONTENT

Verbs: poner
quitar

Vocabulary:

cuchillo	taza
cuchara	cubierto
tenedor	mantel
plato	servilleta
vaso	salero

Las fallas de San Jose

Spanish table customs and manners

II. PERFORMANCE OBJECTIVES

1. Verbs

Given an activity in which students set a table, the student will demonstrate his comprehension of the verb PONER by naming the utensil placed on the table when asked.

given an activity in which students set a table, the student will identify the actions taking place including in his answer a form of the verb PONER.

Given an activity in which students remove utensils from a set table, the student will demonstrate his comprehension of the verb QUITAR by removing the utensil as asked.

Given an activity in which students remove utensils from a set table, the student will identify the actions taking place, including in his answer a form of the verb QUITAR.

2. Vocabulary

A table set with a cloth and given an assortment of eating utensils the student will demonstrate his comprehension by touching each item as its name is called.

Given a table to set the student will demonstrate his mastery of the appropriate vocabulary by naming each item as he places it on the table.

3. Las fallas de San Jose

After hearing about the Spanish holiday "Las fallas de San Jose" the student will demonstrate his knowledge by stating one fact pertinent to the holiday.

4. Spanish table customs and manners

After hearing a description/explanation of Spanish table customs the student will demonstrate his knowledge by stating one similarity to and one difference from American table customs and manners.

III. IMPLEMENTATION GUIDELINES

1. Verbs

A. General Comments:

These verbs are obviously related to the vocabulary for this unit: to set the table and to clear the table.

Use this unit to review clothes: to put on (ponerse) and to remove (quitarse) la ropa.

B. Suggested Activities:

To introduce these verbs, have the puppet learn to set and clear the table. Discuss with him which items are placed where, etc.

The introduction can be followed up by a dialogue with your puppet in which he is alternately hot and cold. Therefore he continually puts on and removes various articles of clothing.

Have students place or remove given items from the table as per your instructions. Later students may command one another to do the same.

Display various items on a table or tray. While hidden from the class' view, either remove or add another item. Students must identify whether something has been put on or removed from the tray and what it is. Students may take over your role once the activity is established.

Students can guess what is being put on or removed by someone hidden from their view. This may include: Is S1 removing or putting on an article of clothing while hidden in the closet.

Give a student a dressed mannequin with removable clothes. While hidden from the class' view,S1 may put on or remove an article of clothing. Class guesses what action was performed and with which article of clothing.

Display a series of 8-10 letters of the alphabet on the board. Select a student to add a letter or to remove one from the series. Class must identify action and letter (e.g., Mario pone la letra H.) Can also be done with numbers (a good way to work in a review of numbers above 20).

Have a student hide an item on his person or in the classroom. Class must guess: Where was it put?

Discuss with students who sets the table, clears the table in their home. Would they like to do it? Why or why not? What needs to be put on the table? When do you remove things from the table? Students may describe getting ready for dinner in their homes (a good way to review verbs like to wash, to straighten up, etc.

Using magnetic board, felt board or other appropriate visual aids, show the students a messy room. Discuss what items need to be put where: e.g., Quitamos la ropa de la silla y la ponemos en la guardarropa., etc.

III. IMPLEMENTATION GUIDELINES (cont'd.)

2. Vocabulary :

A. General Comments:

Use real materials rather than pictures wherever possible.

This is a good time to work on proper table manners in Spanish.

This is a good unit to review foods.

B. Suggested Activities:

To introduce the vocabulary, have a dialogue with your puppet. He can be hungry, and have lots of food. He starts eating and you are horrified because he neglects to use utensils and other amenities. This can be very amusing.

Be sure to discuss the importance of using utensils with him and the class.

Other possibilities: You and your puppet are in a restaurant. You have been served but you have not begun to eat. Your waitress asks if there is a problem. You explain that you have nothing to eat with, and tell her specifically what you need. Perhaps you also need a napkin and fresh tablecloth. The waitress brings you a fork. Discuss with her and the puppet why you cannot use a fork (you are eating soup). She asks if you want a knife. Do you? (Ask the class). Try to work in all the vocabulary in this situation.

Have students hide their eyes. Slip the vocabulary items (or pictures of them) to various students. When everyone looks up, they try to guess who has what.

Distribute the items or pictures so that all students have one item. Then command: Cucharas, levantense. Tenedores, toquense la nariz. Manteles, cierren los ojos., etc.

Bring in a large box. Place several items in it. Students come up and feel the items but do not look at them. Students must identify what they are touching.

Review foods by discussing what you need to eat them (or drink as the case may be.)

Discuss place settings with students. Using felt or magnetic board, place several items on the board. Let students identify what items are missing for a complete setting.

You or a student may provide a definition in Spanish. Students must identify the item from the definition. E.G.: Soy para beber la coca-cola, o la leche. OR Necesitas esto para limpiar la boca., etc.

To review other vocabulary or units, play a game in which students must answer questions you ask. For each correct answer they may draw an item from the box or a picture of the item from a stack of face-down pictures. First team to make a four piece setting without duplicates wins.

B. Suggested Activities (Vocabulary) (cont'd.)

Students can role play being waiters in a restaurant who must set the table. They can discuss what they need and where to place it. This may also be done in relation to a menu they have developed.

3. Las fallas de San Jose

This is a holiday celebrated in Valencia, Spain in March. Life-size figures (NINOTS) are crafted of papier mache. These are set afire along with extensive firework displays on the night of the patron saint San Jose.

4. Hispanic Table Customs

a. Utensils are generally placed face down on the table.
b. Napkins are not usually paper. They are placed in a napkin ring on the plate.
c. The knife and fork are held simultaneously: knife in the right hand and fork in the left. The knife is not placed on the plate after cutting, and the fork switched to the right.
d. Salad is served as a separate course, after the main dish.
e. Coffee is served after dinner, rarely with.
f. Iced beverages are not commonly served with dinner.
g. Since napkins are cloth, they may be used for several meals on the same day before being changed. Each persons napkin remains at his place from one meal to the next.
h. Proper etiquette when visiting a Hispanic home is NOT to eat everything on the plate. A polite person leaves a little something of each course.

Unit 6 April Week 1

I. Curriculum Content

Vocabulary: COMERCIANTE(TENDERO)
ABARROTERO
CARNICERO
PANADERO

Pronouns: LO, LA

Verbs: VENDER

Culture: LAS FERIAS DE SEVILLA

Review: Level I shopping vocabulary

II. Performance Objectives

1. Vocabulary

Given a set of pictures depicting different occupations, the student will demonstrate his comprehension of the vocabulary by selecting the picture which corresponds with the oral description.

Given a request to identify the person who performs a given task in the business community, the student will demonstrate his oral mastery by identifying the shopkeeper in Spanish.

2. Pronouns

Given an activity in which a student is given an object to hold, and given the question WHO HAS IT?, the student will demonstrate his comprehension of LO (LA) by indentifying the student who has the object.

Given an activity in which students are requested to substitute a pronoun of a specified noun, the student will demonstrate his oral mastery by deleting the noun and inserting the pronoun in the correct slot.

3. Verbs

Given a request to identify what items are sold in a specific store the student will demonstrate his comprehension of VENDER by naming some goods sold in the store.

Given a request to name the store where a given item is sold, the student will demonstrate his oral mastery by including in his response a form of the verb VENDER.

4. Culture

After hearing a description of LAS FERIAS DE SEVILLA the student will state one fact he has learned.

III. Implementation Guidelines

1. Vocabulary; VENDER.

Describe to the children what each person does: EL PANADERO HACE PAN, TORTAS etc. Use appropriate illustrations.

Using pictures of each worker, give an oral description and have children point to the one you are talking about.

For the following activity you will need: a baker's hat, a butcher's apron (or TOY knife), a cash register, and a basket of fruits and vegetables. Distribute one of each of these to several students. Other students identify the job of each person.

Distribute a picture of meat, bread, groceries and clothes to each of four children. The four then show their picture to the class, saying YO VENDO ROPA. YO SOY UN TENDRO. etc. Students leave the room and switch pictures. When they return, others must guess: MARTIN, ¿ERES EL CARNICERO? If Martin is not the butcher, he must answer NO, NO VENDO LA CARNE.

Discuss with students what tasks each shopkeeper performs. Why do we need these services performed? You may want to explain to students how shopping in Spanish-speaking countries differs from shopping in the U.S. Talk about how in former times, many of the departments in the supermarket today were separte stores (butcher shop, bakery, etc.) In most Hispanic countries there are separte stores or market stalls, although supermarkets are becoming increasing popular.

Set up shops in your room. Have students prepare skits in groups ahead of time and present to the class. Give students time to prepare these skits.

Ask students if they would like to have any of these occupations when they are order. Why? Why not?

The following fimstrips are available from Resource Services. Although they are intended for use with the English Social Studies units, you can simply use the filmstrips and narrate the scenes in Spanish.

AV. NO.	Title
5886	The Baker
5888	The Butcher
5890	The Fruit and Vegetable Store
6406	The Grocer
6276	Johnny Goes to the Store

The following sound motion picture films can be used. Turn off the sound and narrate the film in Spanish.

AV. NO.	Title
2317	Behind the Scenes at the Super-market
1396	Food Store

Make up two ditto sheets. On the first, divide the sheet into 4 sections. Place a picture of the shop or the shopkeeper in each of the four sections(TENDERO--DE ROPA?, ABARROTERO, PANADERO, CARNICERO). On the second sheet draw pictures of various items to be sold in any of the stores. Students cut out the pictures and paste them into the appropriate store. Do as a class activity, and discuss with students for each item, ¿QUIÉN VENDE ESTO?

Ask students to describe: ¿QUÈ VENDEN EN ....Kroger, K-Mart, Shillito's, Super-X, etc.

2. Pronouns

A. General Comments

In this unit we introduce for the first time direct object pronouns. These are pronouns which replace nouns that are the direct object of the verb. It is not necessary for students to know any techincal terms or even have a detailed understanding of pronouns in general. Probably it is sufficient for students to know that they are learning how to say it in Spanish.

B. Suggested Activities

Explain that some words can be used instead of other words to mean the same thing. Use some examples--I have the book. I have it. Does it mean the same as book in that sentence? Given students sentences in English and ask them to fill in the blank---

Take my coke. No, I don't want _____.
Have you seen the pencil? No I haven't seen ____

Do some examples, each time checking to make sure students understand that IT is being used to mean the same as the noun it's replaced. Then explain: OK, in Spanish we can do the same thing. We can use a word to mean IT. Listen to this and tell me if you can figure out the word for it. (Talk to your puppet):

¿TIENES EL LIBRO?	SI, LO TENGO.
¿VES A PACO?	SI, LO VEO.
¿HABLAS ESPAÑOL?	SI, LO HABLO.

If the students have not figured out that Lo means IT, give them some examples. Use MASCULINE examples only.

After you have introduced LO, practice transforming sentences with nouns into pronouns. TENGO EL LIBRO. LO TENGO. VEO EL LIBRO. LO VEO etc.

Play as a game. S1: TENGO EL LIBRO. S2: LO TENGO. Then reverse the game. S1: LO TENGO S2: TENGO UN LIBRO.

Ask students questions which they are to answer using LO: ¿LLEVAS UN SOMBRERO? NO, NO LO LLEVO. ¿VES EL PIANO? SI, LO VEO. ¿TOMAS EL CAFÉ? NO, NO LO TOMO. ¿VENDEN EL CHOCOLATE EN KROGER'S? SI, LO VENDEN.

Do all the above excercises again, this time using FEMININE nouns. If students ask, point out that some words go with EL, and some with LA.(Like EL LIBRO, LA PLUMA). Words that go with EL use LO to mean IT. Words that go with LA use LA to mean it.

3. Culture: LAS FERIAS DE SEVILLA

The term 'FERIA' literally means fair and is an ancient custom in Span. The FERIAS are large markets to which people came from great distances. They usually last several days, and are characterized by eating, drinking, in the streets.

LAS FERAS DE SEVILLA take place the week after Holy Week, beginning on Tuesday and lasting for six days. Stalls and boothsare set up, with competitions and other events characterizing the activities. Like American fairs, there are beauty contests, fireworks, tugs of war and relay races.

This fair is the most famous and typical in all Spain. It began during the 19th century as part of a revival of local folklore and customs. Like many of our state fairs, it began as a rural livestock show, and like ours, still retains that feature while having expanded to include other activities as well. Hundreds of the stalls, bootns and canvas kiosks are arranged in rows and decorated with flowers, flags and other decorations. Like our midways, at night the rows are brightly illuminated.

The first day of the fair begins with a processional -- a mounted parade. Men wear leather pants, short jackets and the flat CORDOBES hat. Women wear frilly, flamenco gypsy style dresses. Aside from men on horseback, there are carriages drawn by teams of horses, festooned with bells. After lunch and siesta there are bullfights starring the most notable matadores of the season. The evening features dancing and partying through the night.

Students who have been to a state or local fair may want to discuss similarities and differences among the Spanish FERIAS and American FAIRS.

Level II
Unit 6 April Week 2

I. Curriculum Content

Vocabulary: see lexical guide

Verb: trabajar

Adjective: enfermo

Pronouns: los, las

II. Performance Objectives

1. Vocabulary:

Given a set of pictures depicting different occupations, the student will demonstrate his comprehension of the vocabulary by selecting the picture which corresponds with the oral description.

Given a request to identify the person who performs a given task in the community, the student will demonstrate his oral mastery by identifying the occupation in Spanish.

Given the name of a work setting, the student will demonstrate his comprehension of OFICINA (HOSPITAL) by naming a person who works in that setting.

Given a set of pictures of people in working clothes, the student will demonstrate his oral mastery of OFICINA (HOSPITAL) by identifying the work setting of each person depicted.

2. Verb

Given a picture of a community worker, and given the question WHERE DOES HE WORK? the student will demonstrate his comprehension of TRABAJAR by naming the work setting in Spanish.

Given a picture of a community worker, the student will demonstrate his oral mastery by describing the tasks the worker performs, including in his description a form of the verb TRABAJAR.

3.Adjective

Given a request to identify the appropriate person to see when you are sick, the student will demonstrate his comprehension of ENFERMO by naming an appropriate person.

Given a request to explain why people use a hospital, the student will demonstrate his mastery of ENFERMO by including the adjective in his explanation.

Discuss: what makes a good ...(nurse, barber, dentist). What does he/she have to know? be able to do?

Make a chart divided into three sections. At the top of each section write (or put a picture of) an office, the hospital, a store. Students list (or illustrate) workers for each column.

Define the task a worker performs. Students name the worker. Name the tools of the workers trade. Students identify the worker.

Using tools of the trade, play SWITCHEROO: Each of four students has a thermometer, toothbrush, comb/scissors, gavel (big law book). Students identify their profession: I use a thermometer. I am a nurse. I work in a court. I am a lawyer. Students leave the room, exchange tools, and return with the items hidden. Other students guess the professions.

2. Verb

Teach TRABAJAR in conjunction with community workers, asking where each worker works, what kind of work he does.

Discuss sports figures, entertainers etc. Do they work or play (or both?)

What kinds of work do children do? What kind of work do parents do?

What kinds of work do people get paid for? (community workers, family members, children)

Why do people work? What value is work to our community?

What kinds of work can children do to show their parents that they care for them? parents for children?

3. Adjective

Teach ENFERMO in conjunction with the pertinent vocabulary for this unit.

Discuss: why do people go to hospitals, doctors, nurses etc.?

How do you feel when you feel sick? not sick?

Test for comprehension by asking: when you are sick do you go to the barber? see the PANADERO?

What things do students do when they are sick?What don't they do?

Play doctor. Have children who are sick describe their ailments in detail. Have the nurse help out.

4. Pronouns

See Unit 6, week 1 for activities. Revise to use with plural nouns.

5. Pan American Day

Celebrated on April 14, the purpose of Pan-American Day is to highlight the goals of peace, commerce , mutual aid and understanding among the 20 nations of Latin America and the United States.

Level II

Unit 6 April Week 3

I. Curriculum Content
see lexical guide

II. Performance Objective

Vocabulary

Given a set of pictures showing people in their working cothes, the student will demonstrate his comprehenison by picking the picture which corresponds to the Spanish name for that worker.

Given a set of pictures hsowing people in their working clothes, the sutdent will demonstrate his oral mastery by naming the worker when the corresponding picture is indicated.

III. Implementation Guidelines

A. General Comments

See weeks 1 and 2 for appropriate activities and repeat, using the new vocabulary.

Include in these activities vocabulary from Weeks 1 and 2.

B. Suggested Activities

Have students select a building and then see how long a list they can make of workers in that building. Don't forget to include school.

Define each worker by his tasks.

Play 20 questions with occupations: ¿Quién soy yo? Variations: Student 1 gives the class a clue. Others ask: Are you a ...? S1: Trabajo en una oficina. S2: ¿Eres un director (principal) de escuela? Play WHAT'S MY LINE? : One student selects his line. Other students must guess his job by asking yes/no questions about the tasks he does. Rule: Students may not name specific jobs until the 5th question (e.g. are you a ...?) Sample student questions:

Do you teach children?
Do you wear a red hat?
Do you work in a post office?
Do you give injections?

Use Developmental Learning Materials: Pareando Objetos, Personas y Edificios.

Discuss how workers benefit our community.

Invite Spanish speaking members of the community to discuss their work with your class.

Have the children write to a community worker to thank him for his help.

Have the children write or develop job descriptions which you write up. Then publish a class want ad page. Have students apply for these jobs, indicating their interst and qualifications. The latter may be done orally or in writing, depending on student interest and ability.

UNIT 7 MAY Week 1

I. Curriculum Content

Vocabulary: The Seasons
Negation: Nada/ Nadie
Algo/ Alguien
Verbs: Empezar/ Acabar
(Comenzar/ terminar)

II. Performance Objectives

1. Vocabulary

Given a picture of an outdoor scene, the student will identify in Spanish the season depicted.

2. Negation

When asked to identify the contents of an empty box, the student will include NADA in his response.

When asked to confirm whether a container has anything in it, the student will respond with SI or NO as appropriate.

When asked to name the person occupying a vacant seat, the student will respond including NADIE in his answer.

When asked to confirm whether a seat is occupied, the student will respond with SI or NO as appropriate.

3. Verbs

Given a sequence of pictures depicting an event from its inception to its termination, the student will select the picture which corresponds to the oral Spanish description he hears.

III. Implementation Guidelines

1. Vocabulary: The Seasons

A. General Comments:

You will need to review the months of the year in order to teach the seasons.

Consult the Peabody picture cards and the Language Visuals for approriate illustrations.

other materials available include: La Ruta del Sol, a collection of books about the seasons, and seasonal posters.

B. Suggested Activities:

Using flannel board and other materials, review the Clothing unit by discussing the kinds of apparel appropriate to each season.

Discuss which sports are played during particular seasons.

Have the children draw pictures which are typical seasonal activities and have the children describe them to the class.

Show pictures of various seasons and have the children tell you how they could tell which season it is.

Review which months form each season.

Review the Weather unit by discussing the kinds of weather typical of each season.

Discuss each season, including whether children attend school, the holidays which occur, how many seasons there are, the number of months, kinds of food for each.

Illustrate the passing of the seasons with appropriate pictures and have the children put the pictures in order. Name the season with which they are to begin.

2. Negation: Nada/Nadie
Algo/Alguien

A. General Comments:

Remember that algo and alguien are the positive counterparts of nada and nadie.

Use hay not está for locating. Example: ¿Hay algo en la caja? No. No HAY nada en la caja. (same for alguien/nadie).

NO precedes the verb, nada or nadie follows it. OR, and equally as correct, the negative word precedes the verb without the use of NO. Example: No hay nada. Nada hay. No viene nadie. Nadie viene.

B. Suggested Activities:

Overturn three cups. Place a small object under one. Children must guess where the object is. As they overturn the cups, say: ¿Hay algo allí? S: No, aquí no hay nada.

Review geometric shapes: Tell the children to draw, or TO PRETEND TO DRAW a shape on their paper without letting anyone see what they have drawn. Each child then sits on his picture. Others have to guess what has been drawn by each child: ¿Tienes un círculo en tu papel?¿No tienes nada en tu papel?

Review family members using same activity as for reviewing geometric shapes. ¿Tienes un papá? ¿No tienes nadie?

Show the class 3 to 5 objects. Place one (or none) of them in a box. Children must guess what, if anything, is in the box.

Ask children to empty their pockets and describe to the class. Hopefully, some will say, No tengo nada en mi bolsillo.

Select an object to be hidden in the pocket of one of a group of children. Send them out in the hall. One or none of them hides the object on his person. The rest of the class must guess who, if anyone, has the hidden object.

Show pictures to the class and aks questions to which the answer is no one. Example: Pictures are of a boy reading, a girl writing, a baby eating. T: ¿Quién juega con una muñeca?

Select three children to leave the room. Tell them and the class that may do one of five activities in the hall (or cloakroom). Class must guess which activity is done by whom. Example: Saltar. Comer. Beber. Escribir. Tocar la nariz. Since there are only 3 children, the obvious conclusion is that NADIE TOCA LA NARIZ etc.

3. Verbs: Empezar/Acabar
(Comenzar/terminar)

A. General Comments:

Choose the verbs for beginning and ending that you are most comfortable with.

Remember that ACABAR DE is equivalent to TO HAVE JUST in English (and may be a good to work in the past tense, which we should be stressing.

Use these verbs in your general communication with the children as much as possible. Encourage the children to use them in response as well.

Some materials available to you are the book, EMPIEZA LA ESCUELA and the Developmental Learning Materials' SEQUENTIAL STRIPS.

B. Suggested Activities:

Show sequence pictures and describe to the class the beginning and end pictures. Then you describe the pictures and have the children show you which pictures corresponds to your description.

PLAY CHARADES: First you act out the beginning or end of an activity. Then let the children do it. Later, the class must orally describe what is being acted out by the sutdent.

Have the children draw pictures will illustrate the beginning or end and describe to the class.

Show beginning/end pictures asking, ¿Empieza o acaba?Some

possibilities-- A whole pie and a knife, a pie with a slice missing, an empty pie plate. A person yawning, a person next to a bed buttoning pajamas, a person in bed. Also science sequences are an excellent way to integrate science with Spanish: cocoon to butterfly, seed to plant, change of summer to autumn.

Review numbers: Tell the children to select a number sequence of four numbers between fifty and seventy (for example). Students try to guess their partner's sequence by asking: ¿Empieza con 51? ¿Acaba con 55?May be played in pairs, teams of 4 students, or teams of 12.

Send several students out of the room. Tell one to jump. All children return to the room. Class must guess: ¿Quién acaba de saltar?The variations on this are numerous.

Using short, simple and familiar vocabulary try this one: Children tell you IN SPANISH which letter words BEGIN and END with.

SPANISH BILINGUAL PROGRAM

UNIT 7 MAY Level II Week 2

I. Curriculum Content

Vocabulary: Telling Time
reloj, despertador, hora, minuto
Adjectives: media, cuarto, tarde, temprano
Interrogative: cuando
Verbs: llegar
salir
volver
Culture: May Day
Spanish Independence Day

II. Performance Objectives

1. Telling time

When asked in Spanish to tell the time to the nearest half-hour, the student will respond in Spanish including in his answer a form of the verb SER, a number, and the word MEDIA.

When asked to identify in Spanish a visual of a clock, the student will respond in Spanish, and will also identify the function of the hands of the clock.

When asked in Spanish when a given activity occurs, the student will demonstrate his comprehension of the word CUÁNDO by responding with the appropriate time of day in Spanish.

Given a pair of clock times, the student will identify in Spanish which time is earlier and which is later.

2. Verbs

When asked a question regarding the time he arrives at school, the student will demonstrate his comprehension of the verb LLEGAR by responding with an appropriate clock time.

When asked to describe in Spanish a visual of children arriving at school, the student will include a form of the verb LLEGAR in his response.

When asked a question regarding the time he leaves school, the student will demonstrate his comprehension of the verb SALIR by responding with an appropriate clock time.

When asked to describe in Spanish a visual of children leaving school, the student will include a form of the verb SALIR in his response.

When asked to come to a given location, leave and return to that location, the student will demonstrate his comprehension of the verb VOLVER by responding appropriately.

When asked to identify by name a student returning to the classroom, the student will responding including a form of the verb VOLVER in his answer.

III. Implementation Guidelines

1. Telling Time

A. General Comments

Some materials available to you are the book, LAS HORAS DEL DIA, and the primary clocks found in most primary classrooms.

Use your judgment as to whether to introduce telling time to the quarter hour. This may be too advanced for the second graders.

Begin with telling time to the whole hour. First do all the hours except one o'clock. Then do the latter. Be sure that students hear the difference between ES LA UNA and SON LAS DOS etc.

When students have mastered telling time to the whole hour go on to the half hour. Remember that the half is always MEDIA, since like SON LAS (dos) it modifies HORAS. You may want to point out that there are 30 MINUTOS en MEDIA HORA.

Your students already know the words for hand, big and small so identifying the parts of the clock should pose no problems.

B. Suggested Activities

Use a large clock with movable hands. Identify it in Spanish. Ask the students to identify any others in the room. (Wristwatches count). Set the hands to 2 o'clock. T: ¿Qué hora es? Son las dos. (repeat twice). Clase, ¿Qué hora es?Son las dos (class responds in unison). Call on individuals asking the same question. Move the hands to the 3 and repeat the above procedure. Go on to four. When you get to 5, don't model the response. Allow the students to do it for you. Repeat through 12.

Set the hands at 2 o'clock. T: Qué hora es?S: Son las dos. T: ¿Qué hora va a ser? Va a ser las tres. (Have class repeat). Contintue through 12.

For introducing one o'clock and the half-hour follow the same basic procedure as above.

Hide the clock from the students and set the hands. Ss's must guess what time it its. The sutdent who guesses comes up and sets the hands himself.

Have students draw clocks. They tell the time they've drawn to the class. If this gets too drawn out, have children share their pictures in groups of 4 or 5.

Using a ditto stencil of a clock with hands, have students cut and make their own clocks. Use paper fasteners to make the hands movable. Students set the hands according to the time you indicate.

Using the same clocks, have children choose partners and play the ¿Qué hora es?game described above in pairs. May also be done in groups of 4.

Discuss the school day in terms of the times at which activities take place. ¿A qué hora aprendemos la lectura, el español, las matemáticas etc.?

Set the clock hands on two separate clocks to 3 and 4 o'clock. Explain that LAS TRES SON MÁS TEMPRANO QUE LAS CUATRO. LAS CUATRO SON MÁS TARDE QUE LAS TRES. Ask students to identify which of given pairs of other times are earlier or later.

Ask students to tell you about activities after school and the times they take place.

Ask students at what times their favorite TV shows are aired.

Show pictures of children getting up, going to school, going to bed etc., and ask children to guess what time it probably is. If they need help offer some suggestions for children to respond to. (Example: Child getting in bed--¿Es la una?

2. Verbs: Llegar, Salir, Volver

A. General Comments

These verbs are more easily taught in conjunction with Telling Time. You may find it more suitable to introduce the Clock Time concepts before beginning to work on the verbs.

You may want to introduce ENTRAR at this point as well. Use your judgment.

B. Suggested Activities

To introduce LLEGAR, announce to the class that two of your puppets are having a race to see which will reach the top of the chalkboard first. The puppets argue: Yo voy a llegar primero. No, llego yo primero etc. Let them race, announcing to the class that Pepe fue el primero en llegar.

Go outdoors. Play Mother May I (you may take two giant steps etc.). Always remind the class--¿Quién puede llegar primero?

Discuss with the class how they get to school. ¿Cómo llegas a la escuela?(a pie, en bicicleta, por autobús).

Review all the characters from CAPERUCITA ROJA and LOS TRES COCHINITOS. Have students draw a door on one side of a sheet of paper. On the other they draw one of the characters. Each student then describes to the class ¿Quién llega a la casa (el lobo feroz, el leñador etc.). You may want to do this as a guessing game. The pictures should be drawn so that when you flip the paper over it looks like the other side of the door.

Send 4 students into the cloak room. T: (to class) ¿Quién va a salir primero?Ss's guess. Then S1 comes out of cloakroom. T: ¿Quién sale?(or you can review by asking, acaba de salir?) Ss's: S1 sale. T: ¿Quíen va a salir ahora? Ss's guess etc.

Have a picture of a child arriving at school and leaving home (or vice versa, of course). Hide both behind your back. Ask: El niño llega a la escuela o sale de casa?(You can be imaginative in varying this). Ss's guess. Correct guesses win point for their team.

Review the commands ¡VE! ¡VAYAN! ¡VEN! and ¡VENGAN! by sending (or sending for) students in various parts of the room. Send them bakc to their original places. Then command them ¡VUELVE A...!

Send 4 or 5 students into the cloakroom or into the hall. One by one they return to the room. They class chorally identifies each returnee by name (JUAN VUELVE A LA CLASE, etc.). Later, as each child comes in the class says, JUAN LLEGA A LA PUERTA. SUSANA LLEGA etc. Send the students out again. Class must guess ¿Quíen vuelve a la puerta?

Incorporating the CLOCK TIME vocabulary, ask ¿A qué hora (llegas a la escuela, a la clase, sales de casa, vuelves a casa, llegas a casa etc.) Ss's may respond orally or by moving the hands on their clock or both.

Using ditto stencils p. 24 -26, discuss all aspects of the pictures: ¿Qué hora es? ¿Qué hacen los niños? ¿Cuántos niños son?etc.

Students can become familiar with the command forms of SALIR (SAL. SALGAN) as you tell students to come out of the cloakroom or to leave the room. You may also find your puppet hiding somewhere he doesn't belong and order him out. He may protest (No quiero salir etc.).

Outdoor game: Divide the class into two teams. Designate 2 areas as home bases(or LA BASE, or LA CASA DE LOS ROJOS & DE LOS AZULES) Each team stays in its base taunting the other¡SALGAN! ¡SALGAN! When you blow the whistle each team must leave home base and cannot return until you blow it again (count to 4 or 5). In the meantime, each team tries to tag as many members of the opposite team as it can. A tagged person must return to the base of the opposing team and remain there for the rest of the game. The game ends when everyone is on one base.

SPANISH BILLINGUAL PROGRAM

Week 3

Level II

Unit 7 May

I. Curriculum Content

Vocabulary: Meals

II. Performance Objectives

After hearing a menu consisting of 3 or more food/drink items the student will respond with the name of the meal for which they are appropriate.

After hearing the name of a meal, the student will respond with an appropriate clock time of the meal.

After having been asked what food he consumed at a specific meal, the student will respond by naming at least two appropriate items.

When asked to identify the calendar name for yesterday, the student will correctly name the previous day.

III. Implementation Guidelines

A. General Comments

Before starting meal concepts with the children, review food items learned at Level One. This would be a good time to expand their vocabulary. For example, you might have them select from mounted pictures those items appropriate for a salad, including dressings.

It is also appropriate to keep the clock-time vocabulary and structure active while working on meals.

Incorporate preterit tense forms by asking students what they ate for breakfast or what they had for lunch.

Keep in mind the places at which food is consumed and enlarge pupils vocabularies in this respect (lunchroom, dining room, restaurant, etc.)

B. Suggested Activities

Distribute Women's and/or food magazines. Have children cut and paste on paper (plates?) individual food items. Select 2 or 3 children who are""It". In turn, each call on a S in the class to name his food, and the S then gives it to the person who is it. First "It" to collect a complete meal wins.

Use the attached triangular blank bingo board whose sides are to be labeled breakfast/lunch/dinner. Call food items or show pictures of items. Children draw on side most appropriate of the laminated lotto board surface a picture of the item.

Note: Beverages are best put in corners. The first child to complete a meal with 4 consecutive appropriate item wins.

Distribute pictures of individual foodstuffs and/or ingredients that combine to create something new; a salad, a cake, a meal, etc. Select 2 or 3 children to combine foodstuffs or ingredients to make the appropriate item. First child to make a reasonable combination wins.

el desayuno
la cena
el almuerzo

SPANISH BILINGUAL PROGRAM

LEVEL II: Supplements to Monthly Units

Supplement to Unit I October

• LAS VOCALES

Music and Lyrics by Moisés Rodríguez

D7+9
Es-ta es la his to-ria de cin - co her ma - ni — tas que en bus - ca de nom-bre a o-tro
mun - do fue - ron cuan-do re - gre - sa-ron es-to nos di - je — ron
G7
Ab7
ya te-ne-mos nom bre yo me lla - mo "a" — con - tes ta la o - tra yo me
A7
lla - mo "e" — lue-go la ter- ce-ra di-ce yo soy "I" — la
Bb7
B7
cuar- ta con ten-ta di-ce yo soy "O" — y lue - go la quin - ta di-ce
D7+9
yo soy "u" — es-ta fué la his-to-ria de cin- co her-ma - ni — tas
D7
cin - co vo - ca-les que no son i - gua — les a a —
Eb7
E7
F7
e e — i i — o o —
D7+9
u —

A-E-I-O-U

Canción de las vocales

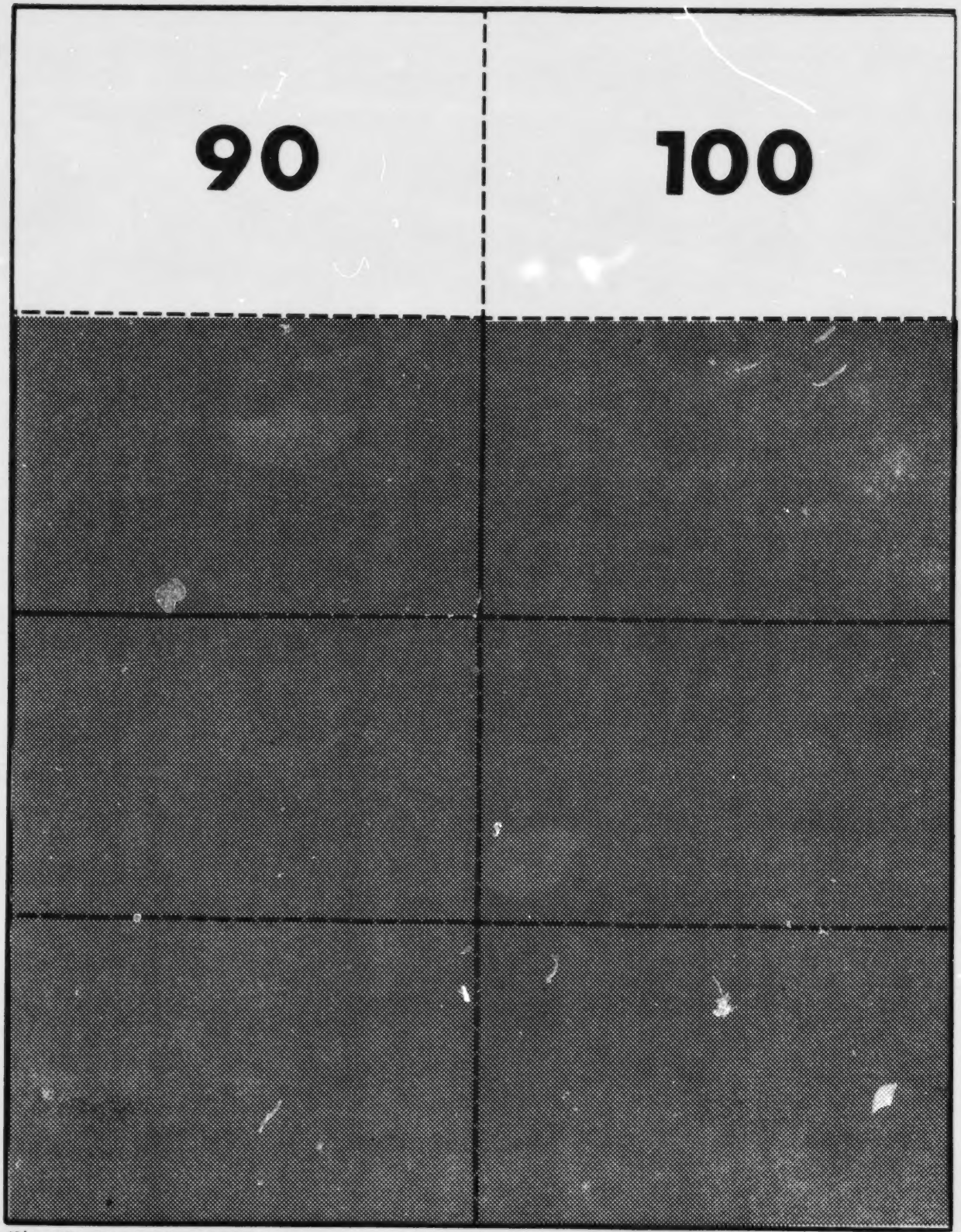
A Mi gatita enferma está.
No se si se curará
o si al fin se morirá,
mi gatita enferma está.

E A mi me gusta el café
No se si lo tomaré
o si, al fin lo dejaré,
A mi me gusta el café.

I Mí sombrerito perdí
Con un lazo caremesí
y un ramito de alhelí,
mi sombrerito perdí.

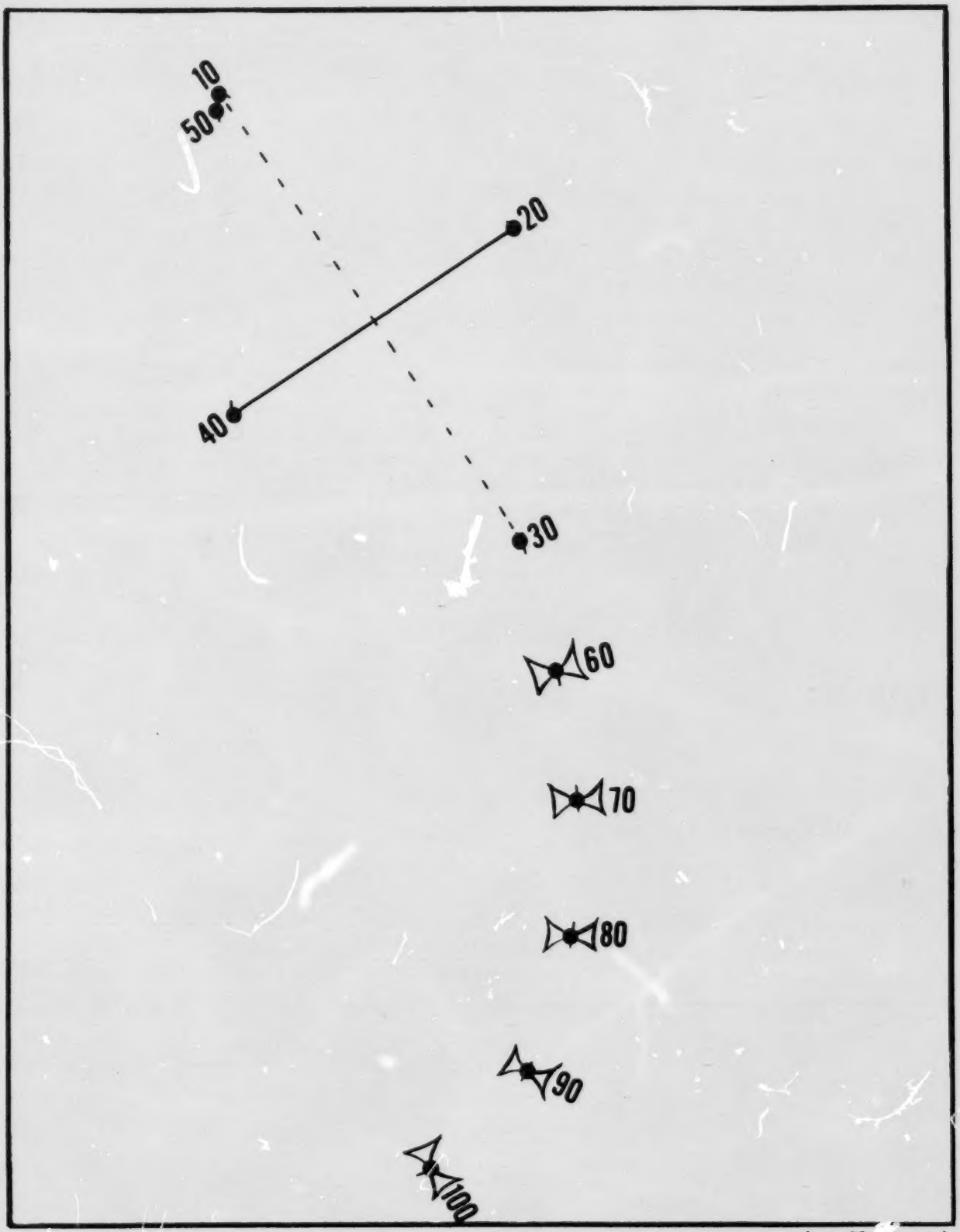
O Tengo un bonito reloj,
Mi papá me lo compró,
Y ayer tarde se paró,
tengo un bonito reloj.

U Ayer cantaba el cucú
en el arbol de bambú
¿Dime si lo oiste tú?
Ayer cantaba el cucú.



Kit 15, Conjunto de dittos

Para usar con Spanish SL Strand



Kit 15, Conjunto de dittos

Para usar con Spanish SL Strand

10	20
30	40
50	60
70	80

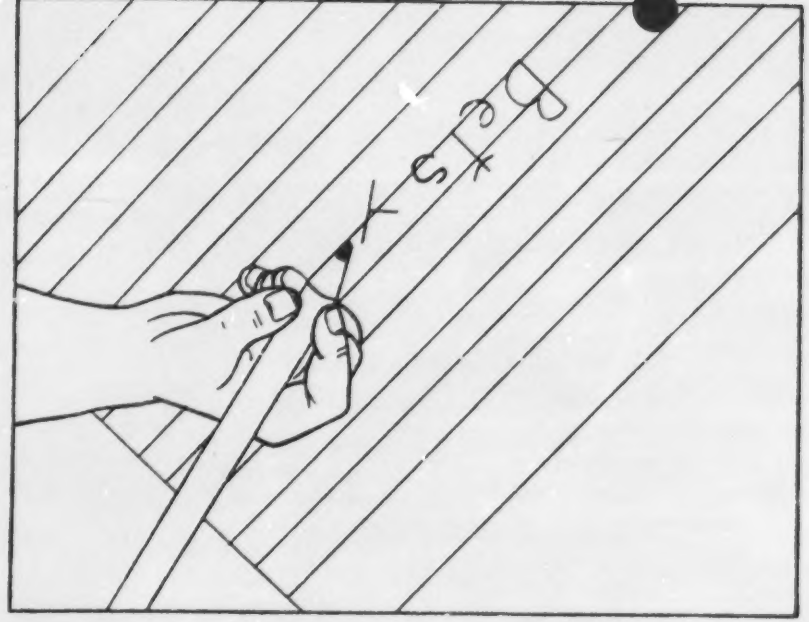
KIT 15

(Pages 31-44)

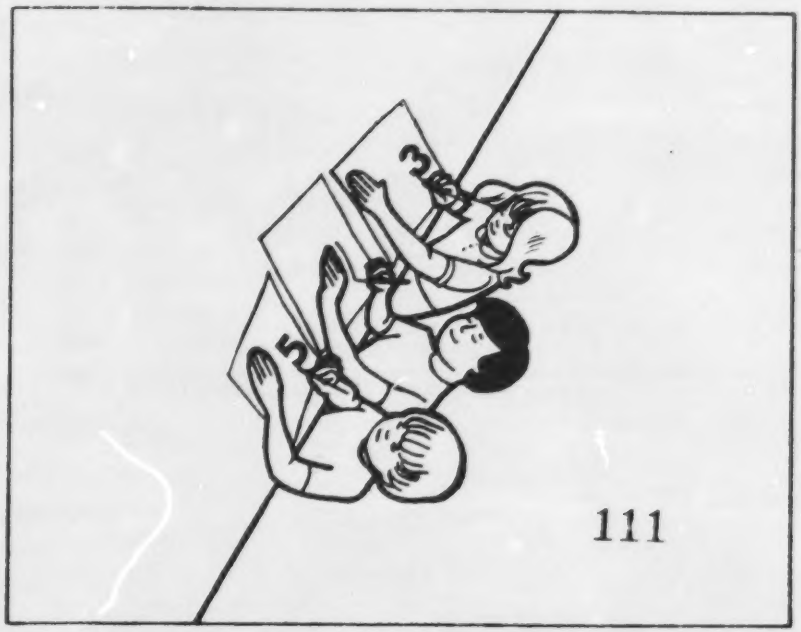
105

Nombre _____ Fecha _____

Nombre _____ Fecha _____



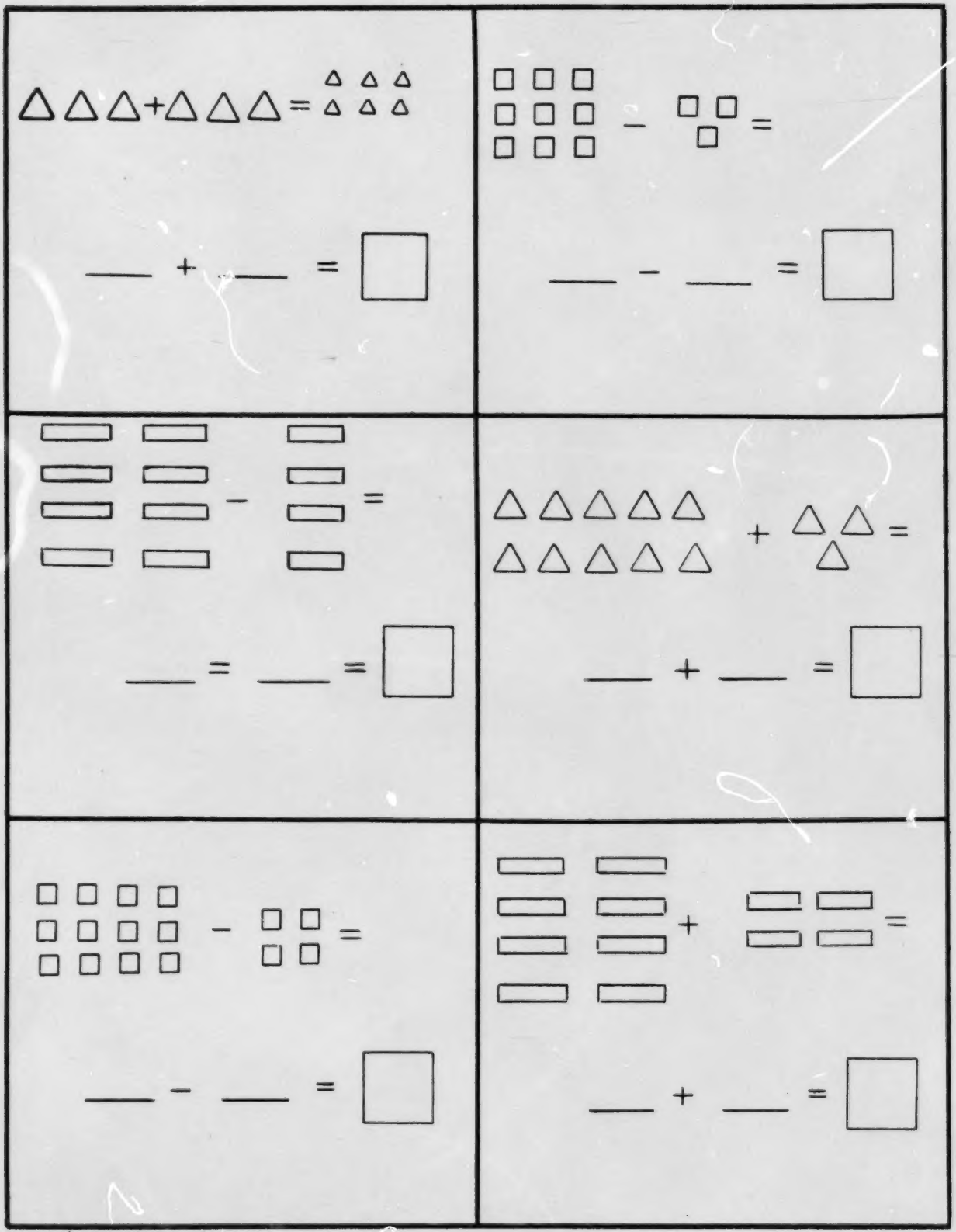
ABC



Para usar con Spanish SL Strand

Kit 3, Conjunto de dittos

O
B
C
A



Nombre _____ Fecha _____

¿Qué necesitamos para comer?	¿Quién trabaja en la oficina?	¿Qué vamos a hacer en la biblioteca?

Para usar con Spanish SL Strand

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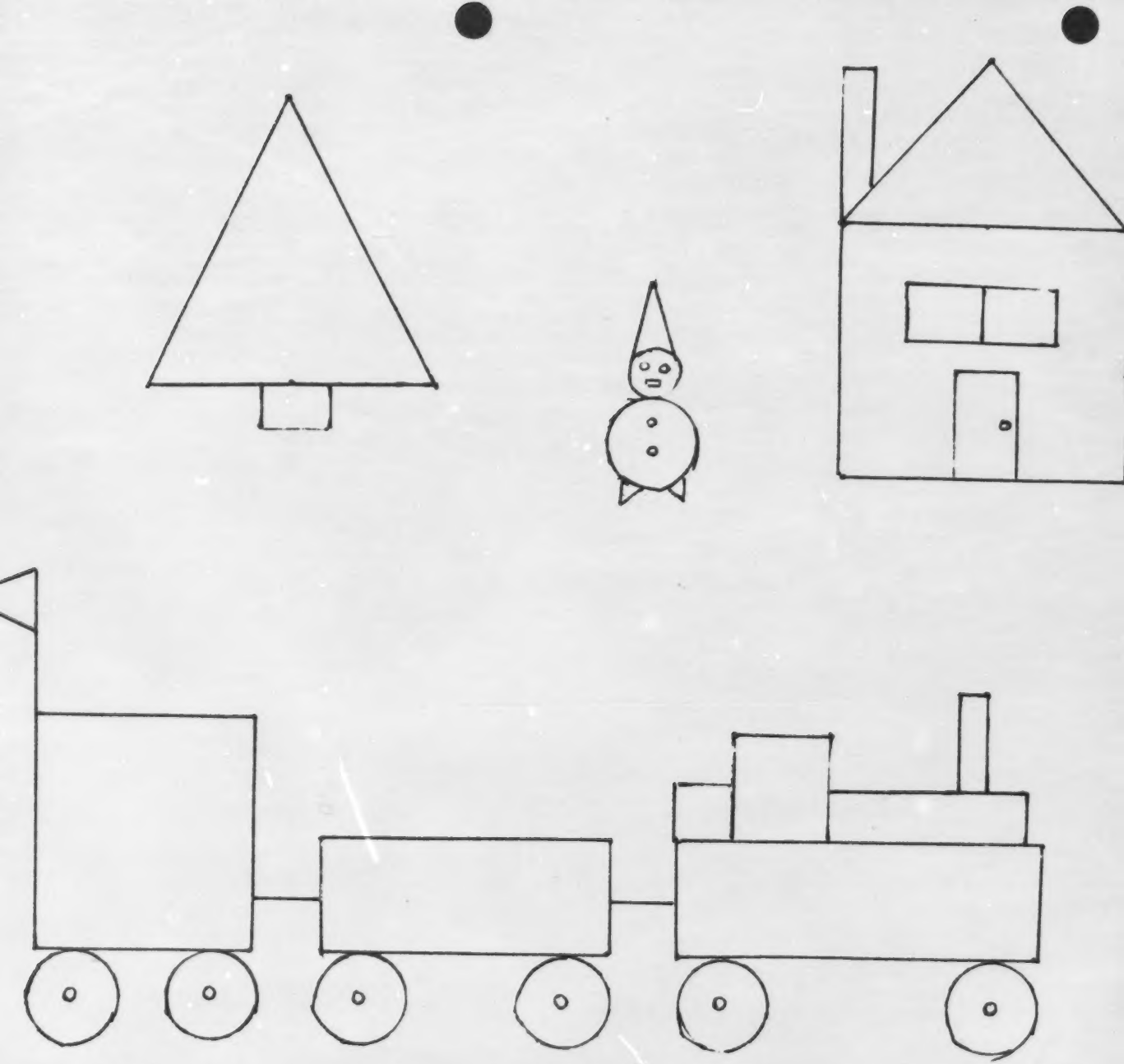
Kit 16, Conjunto de dittos



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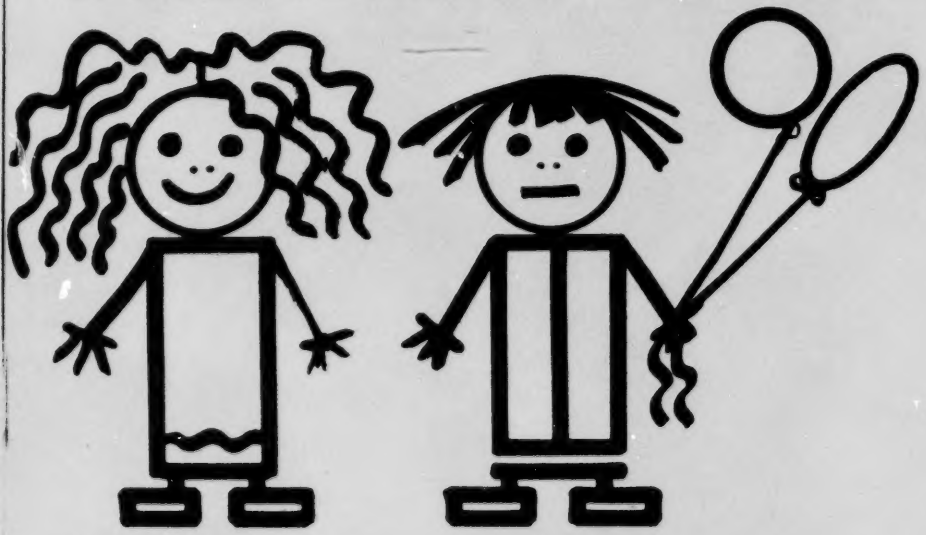

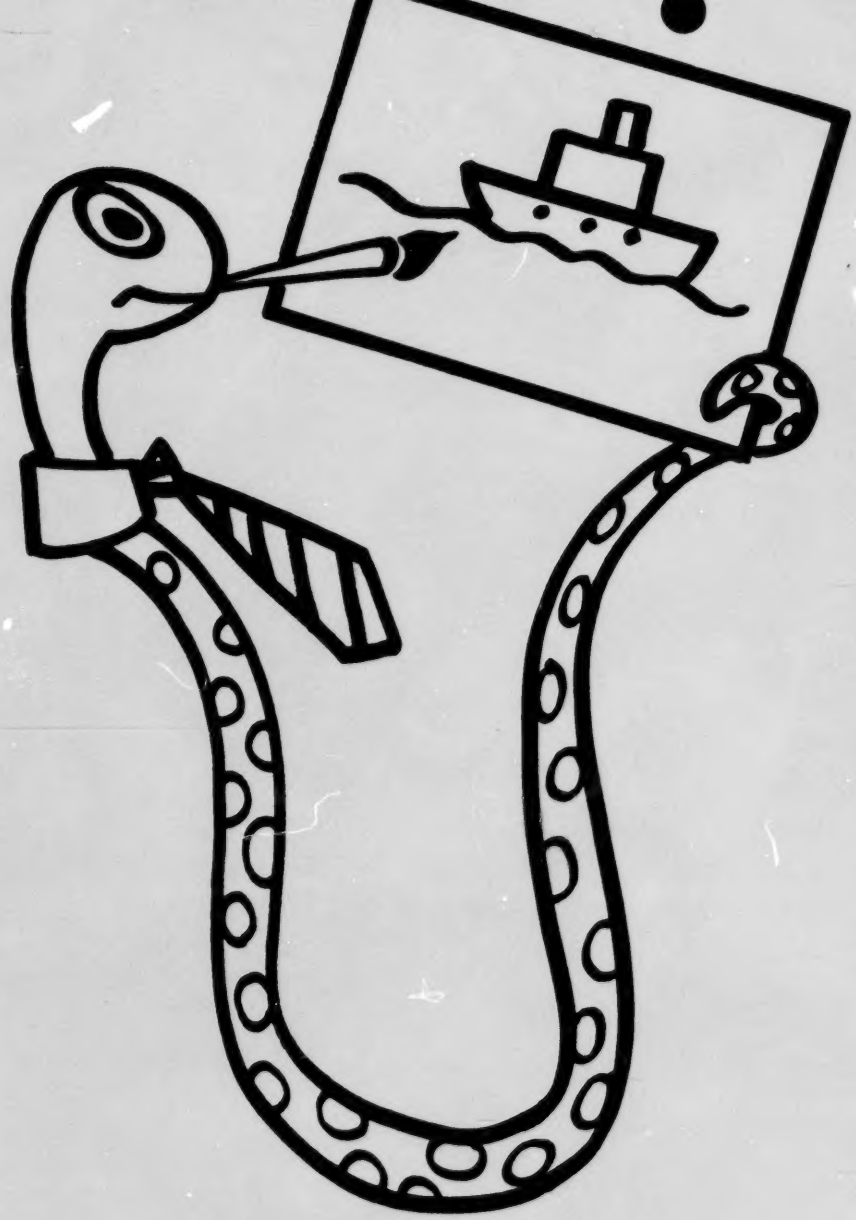

(call on individual pupils)

pages

LESSON 1 - circle, square, triangle 2-3

Look at the clown tossing things in the air. Point to the circle.
Point to the square.
What shape are the clown's eyes? (circle)
Point to the triangle that the clown is tossing.
Point to the clown. What shape are the buttons on his suit? (square)
What shape is his hat? (triangle)
Point to something that is shaped like a triangle (circle, square). What is it?
(Continue with questions of this type.)

LESSON 2 - rectangle, straight line, curved line 4-5

Look at the rocket. Point to a rectangle in the picture.
Point to a straight line in the picture.
Point to a curved line in the picture.
Point to the picture the snake is painting. What shape is the paper? (rectangle)
Point to the boy doll. Are his arms made of straight lines or curved lines? (straight lines)
Point to the girl doll. Is her hair made of curved lines or straight lines? (curved lines)
Point to something which is shaped like a curved line (straight line, rectangle). What is it?
(Continue with questions of this type.)

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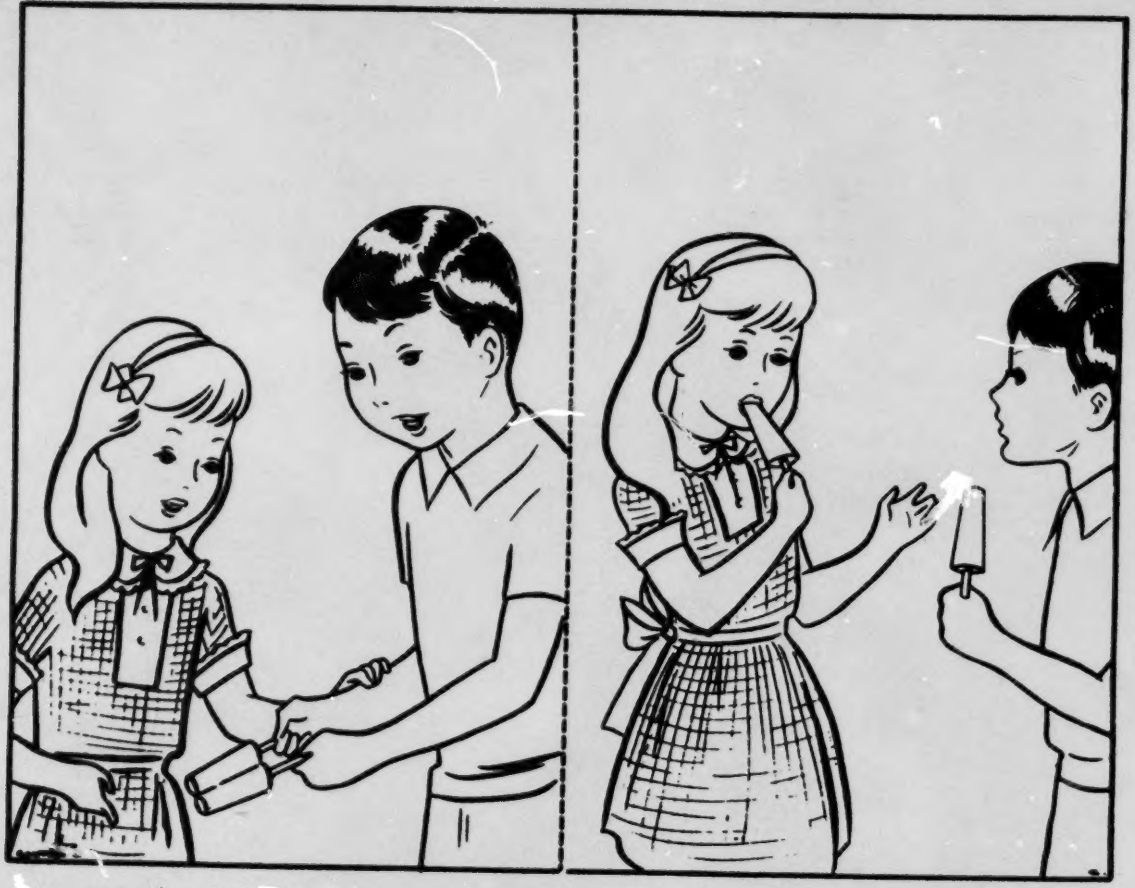
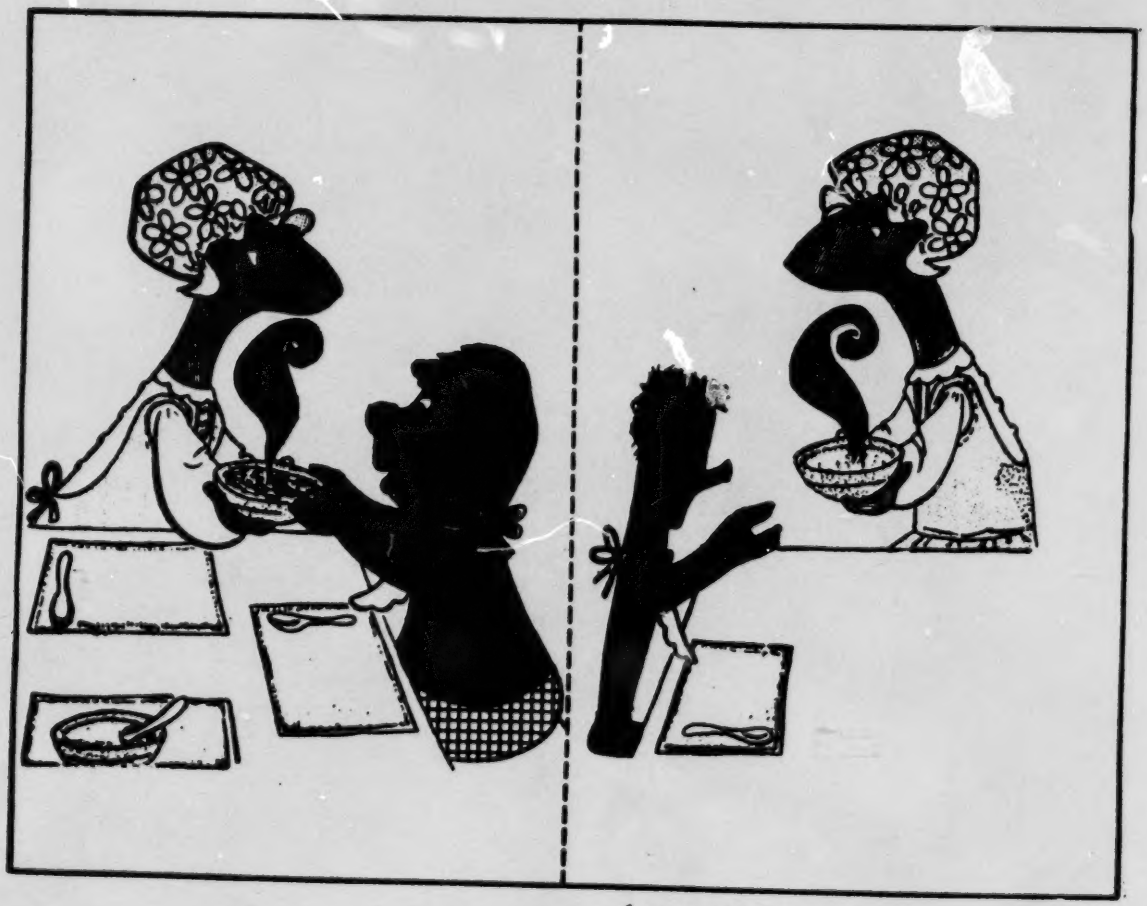
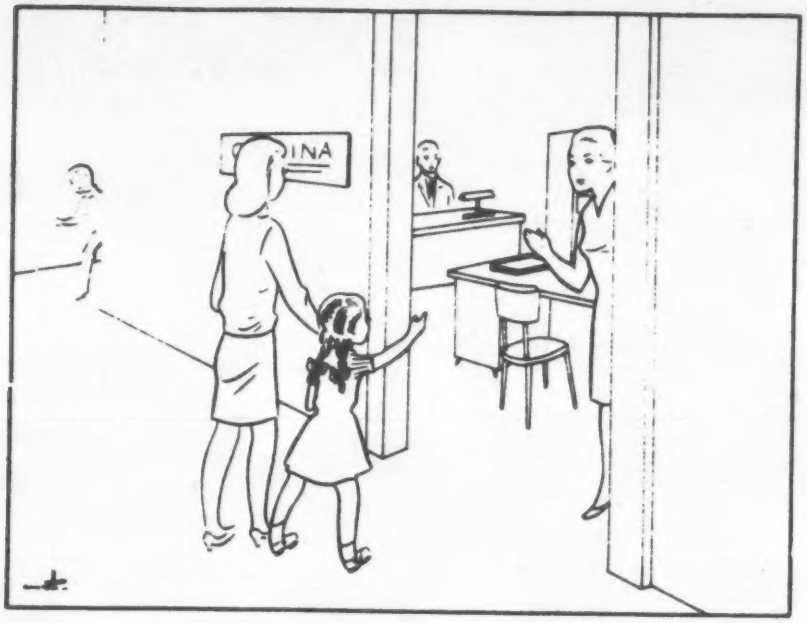
Supplement to Unit 3 December-January



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